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This reference guide was developed for those individuals and jurisdictions that may be interested in learning about, planning, designing, or implementing a teen court in Missouri. It is also anticipated that currently operating teen courts will review this guide to see how other courts function throughout the state. This guide would not have been possible without the experiences of those who work in teen court programs across the state.

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INTRODUCTION TO THE TEEN COURT CONCEPT

Adolescence is a crucial stage of development. The age at which children make focal decisions and confront peer pressure. There are serious issues facing our young people today. *Juvenile Court Statistics, 1994*, profiles more than 1.5 million delinquency and 126,000 status offender cases. While everyone agrees that rising levels of juvenile crime represent a serious threat to the quality of life in communities, little consensus exists regarding the best way to respond to this profound problem. However, some promising programs already have proven effective in curtailing youth crime. Among these is teen court (also referred to as peer or youth courts), a program that uses the unquestionable power of peer pressure as a positive, rather than negative force to help convince youthful offenders that crime yields serious consequences. While teen court is not designed to replace traditional juvenile courts, it does offer a highly structured and effective means to guide some youths away from trouble by showing them that criminal activity has both immediate and long-term consequences.

Teen court is a community-based alternative to the traditional juvenile justice system. It is a program that offers teenage offenders an important second chance – a chance to learn from their mistakes. It is seen as an effective intervention where enforcement of misdemeanor charges are sometimes given low priority because of heavy caseloads in the traditional system, and the need to focus on more serious offenders. These young people are confronted with immediate and personal responsibility. Teen court is based on the premise that young people want to do what is right when making decisions. When wrong choices are made, they have the opportunity to make amends in teen court.

There are fifteen teen court programs currently operating in Missouri. Most programs require defendants to plead guilty prior to participation in the program; however, those in Jackson and Lafayette Counties are structured to determine guilt or innocence. This guide does not endorse one particular model. Instead, it provides program organizers with an overview of issues to consider and assists them in moving through the decision making process for implementing a teen court program tailored to their needs.

PURPOSE OF TEEN COURT

Teen court is designed to reduce repeat incidents of juvenile crime, encourage responsible behavior and personal accountability. It is a voluntary alternative and diverts offending youth from the juvenile justice system. It also provides an alternative to the family and juvenile court process. The goal of teen court is to intervene in early anti-social, delinquent, and criminal behavior, and to reduce the incidence and prevent the escalation of such behavior. The central feature of the teen court approach is that youthful offenders charged with offenses receive judgment from their peers. Positive peer pressure in the teen court setting is constructive and educational. It can provide for a more immediate and meaningful effect on the individual than the

traditional juvenile justice system. It strives to promote feeling of self-esteem, self-improvement, and to cultivate a healthy attitude towards rules and authority.

WHAT IS TEEN COURT?

Teen court can be used as an intervention program alternative and as a court diversion program. Presently, teen courts are working closely with juvenile courts, law enforcement and/or schools. Usually, teen court referrals are for first time offenses and used as an alternative to filing charges in juvenile court against the youth. The offender appearing before teen court has been charged with committing a criminal act. Teen court can handle the matter instead of juvenile or family court. Once a youth and his/her family agree to have the youth's case heard in Teen court, a referral form is prepared and sent to teen court. The Teen court director prepares the complaint and sets out the circumstances of the offense and the key facts.

In teen court, young offenders are offered an opportunity to make restitution for their offenses. Sentences, which focus on rehabilitation, typically include community service, jury duty, educational workshops, letters of apology to the victims, and written essays. Teen court is an experiential and educational opportunity that allows both offenders and teen volunteers a better understanding of our system of justice. When the youth appears before the teen court and successfully completes the imposed sentence, there will be no record in juvenile court. This presents a unique opportunity for juveniles to have a chance to help themselves and to improve their lives. If an offender fails to complete the imposed sentence, diversion may be terminated, and the case referred to juvenile court.

All teen court cases are conducted by adult and/or youth volunteers. Juvenile participants may serve as lawyers, jurors, bailiffs, clerks, and in some programs the presiding judge. Typically, the teen courts receive cases involving first-time offenders. In some jurisdictions, offenders must admit guilt as a precondition for being diverted from the traditional juvenile justice system to the teen court. In others, an arraignment is held for the youth to answer to the charge(s). If the offender pleads guilty, sentencing will be held at that time. If the offender pleads not guilty, a trial date will be set to present evidence. Every offender who agrees to have his/her case heard in teen court must appear accompanied by a parent. An individual's responsibility and accountability for his/her action is stressed. Supporters of teen court programs believe the juvenile offenders benefit from being judged and held accountable by their peers.

The success of teen courts is a reduction in juvenile crime, as well as a reduction in the tax dollars needed to prevent future crime. The existing juvenile system does not have the means or the ability to address the growing juvenile crime rate without assistance from other agencies or the community.

WHO CAN BEGIN A TEEN COURT?

In order to address the crime problems, there must be an integrated response from the government and the community. Various agencies and organizations in the community carry out teen court programs and rely on local resources. Community support and involvement is imperative at the inception and throughout the development and the life of the program.

According to the Teen Court/Youth Court Survey¹ administered by Office of State Courts Administrator (OSCA) in September 1997, there are 15 teen courts operating in eight circuits. There are some general parameters under which a teen court is usually established, but there is much flexibility. The agencies currently operating and administering teen court programs include:

- juvenile courts
- law enforcement agencies
- schools/universities
- bar associations; and
- private, nonprofit organizations

HOW DOES TEEN COURT WORK?

Cases heard in teen court are crimes such as shoplifting, possession of alcohol, minor assault, trespassing, truancy, criminal mischief and many other misdemeanor offenses. Sources of referral are law enforcement, schools, or parents. Once the youthful offender and his/her parent/guardian have agreed to defer their case to the authority of the teen court, a hearing date will be scheduled. Several days before the hearing takes place, a summons is sent to the youth volunteers and defendants informing them of where and when to report to teen court. The evening of the hearing (usually 1 hour before) the teen court coordinator will meet with the student volunteers to discuss their roles in the proceedings. The defense attorneys meet with their clients to discuss their cases. Prosecuting attorneys will begin the preparation of their cases. In some programs, the jury is selected and assigned to one or more jury panels.

The teen court coordinator will inform the defendants and their parents/guardians of the procedure to be followed. Youth volunteers regardless of their role should not be acquainted with the defendant. Any youth volunteer acquainted or friends with the defendant will be disqualified from that particular case and an alternate will be used.

The oath of confidentiality can be recited prior to or after entering the courtroom. The importance of this oath is stressed to all volunteers, both adults and youth. Although there are slight variations, the order of the hearing is similar to adult court. When the judge enters the courtroom, the bailiff starts the proceeding by announcing the judge and calling the court to order. Whenever the judge and jury if used enter or leave the courtroom, the bailiff will instruct those in the courtroom to "please stand" or "please be seated."

At the beginning of each case, both sides are permitted a brief opening statement before the defendant is sworn in and takes the stand. The defendant is requested to tell exactly what happened in his/her own words. After direct and cross-examination of the defendant and the presentation of all facts, each side will make a closing statement. When juries are used, they are given instructions by the judge and retires to the deliberation room. Most teen courts have ranges of sentences for each offense. The recommendation must fall within the range or reasons for

¹ In 1996, OSCA conducted a survey to determine the number of teen court programs presently operating in the state of Missouri and to determine the various ways in which teen court programs operated. There are 45 judicial circuits and responses were received from 40 circuits.

going outside the range must be given. Depending on the program, the tribunal judges or the jury will retire for deliberations. Once a unanimous verdict is reached, they return to the courtroom and render the verdict. If the defendant agrees to the sentence, he/she is directed to the verdict processor, another adult volunteer or the director/coordinator where the necessary forms are filled out and information is on where and when to begin serving the assigned sentence.

AUTHORITY FOR TEEN COURT

There are no uniform guidelines or specific governing laws for teen courts. This is due to the consensual and voluntary nature of the program. The Family Court Division of the Jackson County Circuit Court complies with an administrative order, under which the juvenile officer is permitted to authorize various agencies to utilize teen courts for informal adjustment procedures. Teen court is accepted as a referral program for juvenile diversion. Other teen court programs throughout the state are administered or operated through the juvenile office/court.

Teen courts require substantial cooperation and agreement among the founding stakeholders. Decisions must be made regarding what kind of cases will be taken and heard, who will supervise the program, and what kind of judgment will be imposed. It also requires significant teamwork between and among agencies to institute rules for referrals and sentencing options.

BENEFITS OF TEEN COURT

Teen court has several benefits including:

- **Reduction in the crime rate of teenagers.** Informal statistics indicate that over 90 percent of the juveniles who were accepted into and completed the program do not re-offend within a 12-month period.
- **Early intervention allows teens to learn from their mistakes.** The most effective behavior modification takes place when the behavior is first identified. Teen courts allow for immediate intervention and can process cases much faster than the juvenile system.
- **Parent's involvement in the process.** Each offender must appear for the initial meeting with the and for their parent/guardian at court hearing with teen court director/coordinator.
- **Teen community involvement.** Youth are educated on the workings of the justice system and better understanding of laws. They can develop public speaking skills, while providing an important service to their peers and the community.
- **No juvenile records for first time offenders.** Youth who successfully complete the imposed sentence will have no juvenile record of the offense.
- **Helps youth develop a healthy attitude toward authority.** Provides youth the opportunity to be part of the solution to juvenile crime and the occasion to interact and learn from positive role models.
- **Accountability for their actions.** Teen courts offer a highly structured and effective means to guide some youths away from trouble by showing them that criminal activity has both immediate and long-term consequences. Having the offender face his or her peers for sentencing heightens the impact. It also sends a clear message that young people do not condone criminal behavior.

- **The program is cost efficient.** The program represents a cost-effective alternative to traditional court processing because teen court relies largely on volunteers.
- **Can reduce the caseload of juvenile courts.** It reduces the flow of select misdemeanors and recidivism through the juvenile court system, thereby relieving court officials to deal with more serious crimes.

PROGRAM DESIGNS

There are variations of models of teen courts throughout the United State. There are two distinctive teen court designs in Missouri. Those in Lafayette and Jackson Counties (15th and 16th circuit) use only teens in their youth court program. The other six circuits (25th, 29th, 31st, 36th, 38th, and 39th) have a circuit or associate circuit judge presiding over the proceedings. In some instances, an attorney has served in the role of teen court judge.

For simplification purposes, the model used by the above named six circuits will be called, *Design A* and the model used by the 15th and 16th circuit, *Design B*.

Design A has youth volunteers serving in the roles of:

- defense attorneys
- prosecuting attorneys
- jurors

Design A also uses youth volunteers to serve as court clerks and bailiffs. However, an adult volunteer serves in the role of judge. The judge is typically the only adult involved in the proceedings, and the judge's role is to rule on courtroom procedure and clarify legal terminology. Other adult volunteers may serve in roles as jury consultants, resource attorneys (defense and prosecution advisors, volunteer/defendant information director, verdict processor, or security.

Design B differs from *Design A* in that a youth also serves in the role of judge.

Qualifications of youth judges typically include a minimum level of service as teen court attorneys, and minimum age requirements. Another major difference is that this design does not use a jury. In sentencing hearings, one judge passes sentence. In trials where guilt has not been determined, three tribunal judges hear the case. If guilt is concluded, then an appropriate sentence is passed. Although *Design B* is promoted as a total peer program, there are adult volunteers to assist as needed.

Differences also exist in the functions and designs among the programs. The 15th and 16th circuits do not require their defendants to plead guilty prior to participation in the program.

The other circuits require the defendants to plead guilty prior to participating and serve only a sentencing function.

There is also innovation among these programs in the requirement and the ages targeted for the programs (both volunteers and offenders), how volunteers are trained, and what kinds of services are offered. Whereas the differences may seem many, the numerous ways a program can be adapted offer each community ways to develop and design a program that fits their unique needs.

HOW TO BEGIN

The features of the teen court programs allow for ample originality and versatility in program planning. The purpose is to establish services that are beneficial to meet the needs of the youth (offenders and volunteers), victims, and the community. This requires a coordinated and collaborative effort among all areas within the community. The success and endurance of a teen court program is, to some extent, contingent on the programmer's ability to identify and obtain the support of people and organizations that have some kind of interest or investment in the program. To do this, one must determine who is likely to support such a program, who will the program affect and how, and, as important, who will be opposed to the program? In order to succeed, it is essential to seek the input and advice from these instrumental persons.

IDENTIFYING KEY STAKEHOLDERS

It is impossible to discuss any area of program planning and design without considering the range of stakeholders that affect or are affected by the program. Stakeholders are "individuals or organizations directly or indirectly affected by the implementation and results of social programs" (Rossi & Freeman, p. 2). In particular, it is essential to consider the range of stakeholders when tailoring a program. In beginning their work, coordinators can find themselves confronted with persons who hold competing views on the appropriateness of the program, and whose interests will be affected by the outcome. In addition, coordinators must understand their relationships with the stakeholders as well as the relationships between the stakeholders. In order to achieve this understanding one must be able to recognize who the stakeholders are in their community.

In all situations, it is important to make personal contact with the stakeholders with a prepared presentation about the program, including what is needed from them to implement the program. If other operational teen court programs are near, invite the stakeholders to see a program in action. Sometimes seeing the program in action is better than being told about it.

Stakeholder: Judges

In many jurisdictions, the authority to operate a teen court program must come from the judge. Judges also wield a lot of influence and respect in their communities. Having the endorsement of judges is essential to the development and livelihood of any teen court program.

What can the teen court program offer the stakeholder?

- 1) Reduced caseloads and support services (staff time) needed
- 2) Parental support-a parent/guardian is required to be present with the juvenile
- 3) More involvement with juveniles; has more information in the event the juvenile ends up before the court in the future

What can the stakeholder offer the teen court program?

- 1) Legitimacy- ensure justice and equal treatment

- 2) Training/Input- instructing and preparing the youth for actual hearings
- 3) Courtroom space- use of the courtroom for authenticity and to save on resources
- 4) Referral source- refers youth volunteers and offenders to program
- 5) Funding sources- being a spokesman for the program can help elicit needed funding

Stakeholders: Law Enforcement Agencies

For local law enforcement officers, cooperation with teen court can be a rewarding experience. Involvement can further agencies' community policing efforts, and gives them the opportunity to be part of the solution to juvenile crime. It allows for the community's young people to see law enforcement in a positive light.

What can the teen court program offer the stakeholder?

- 1) Integrated approaches – cooperative efforts with other agencies to resolving issues related to youth crimes
- 2) Disposition alternatives – youth are held accountable for their crimes through speedy intervention
- 3) Reduction in crime
- 4) Parental involvement- required in order for their child to be accepted into the program

What can the stakeholders offer the teen court program?

- 1) Direct referrals- normally have first contact with law violators
- 2) Volunteer security during court proceedings to maintain order
- 3) Mentors/Career development- positive interactions and role models for at-risk youths
- 4) Training/Educational workshops about law enforcement procedures

Stakeholder: Schools

Educators and administrators are greatly concerned with the problems facing the youth today. Crimes have become more prevalent in and during school hours, which results in teachers and students spending less time in the classroom. Schools can develop programs to specifically address behavioral problems and crimes within the schools or use the program as a referral source. School districts or local school volunteer organizations are a major source of student volunteer recruitment as well as other adult volunteers.

What can the teen court program offer the stakeholder?

- 1). Community service credit hours given to the student towards graduation
- 2). Structured educational activity
- 3). Positive peer pressure
- 4). Personal accountability for youth

What can the stakeholder offer the teen court program?

- 1). Cooperation through participation, communication, and referrals of student volunteers
- 2). Advisors/adult volunteers
- 3). Availability to students
- 4). Availability of facilities to present the program to potential volunteers.

Stakeholder: Juvenile Office/Probation

Juvenile crime, especially violent juvenile crime, is on the increase. The success or failure of the criminal justice system will depend upon its effectiveness in handling youthful offenders – ensuring that for the vast majority of juvenile offenders their first brush with the law is their last. The development of tough but fair sanctions for non-violent first-time juvenile offenders, where the emphasis is on instilling values of discipline, responsibility and accountability.

What can the teen court program offer the stakeholder?

- 1) Reduced caseload
- 2) Accountability/immediate consequences for youthful offenders
- 3) Community service sources
- 4) Reduced recidivism
- 5) Decrease of crime in the community

What can the stakeholder offer the teen court program?

- 1) Referrals
- 2) Volunteers
- 3) Input
- 4) Education
- 5) Expertise
- 6) Positive reinforcement

Stakeholder: Youth Serving Agencies and Organizations

Juvenile delinquency prevention plans should be the result of collaborative efforts of juvenile justice, health, mental health, child welfare, law enforcement, and education systems in both the public and private sector. Each of these agencies has an important role to play in solving the juvenile delinquency problem. The long-term solution to the juvenile crime dilemma falls largely outside of the law enforcement and juvenile justice system. It requires strengthening the basic institutions of family, schools, religious traditions, and community groups to instill values and create law-abiding citizens.

What can the teen court program offer the stakeholder?

- 1) Referral source for their organization
- 2) Structured activities
- 3) Another educational source/program
- 4) Positive community support
- 5) Joint venture and partnership

What can the stakeholder offer the teen court program?

- 1) Structured activities
- 2) Community service work site
- 3) Tutoring and mentoring
- 4) Advocacy for teen court by promoting and supporting the program

Stakeholder: City and State Officials
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There is no simple answer to the difficult question of how much juvenile crime costs. The costs for government to operate the juvenile justice system (police, courts, prosecution, probation, and detention) can be substantial. There are indirect costs including medical costs because of injuries suffered; property damaged or stolen; loss of work time by victims and their families; lost of productivity because of death or disability; and loss of a productive citizen when the juvenile continues to commit crime. Passing laws to design a “one size fits all” prevention and enforcement programs is not the answer. State and local governments are asked to tailor programs to fit the community’s needs, but they are also held accountable for all money spent to ensure that tax dollars are being used wisely. Those who are active in their communities are aware of the needs in their communities and how to best enact policies to reduce juvenile crime in their area.

What can the teen court program offer the stakeholder?

- 1) Economic value- costs the city little money to fund the program versus what it would cost to detain the offender.
- 2) Community service/voluntarism
- 3) Educational value
- 4) Development of diversion/prevention program
- 5) Reduce juvenile crime- safer communities

What can the stakeholder offer the teen court program?

- 1) Support of the program
- 2) Funding
- 3) In-kind services
- 4) Use of facilities to host training sessions or meetings
- 5) Availability of community service sites for the offender to be assigned

Stakeholder: Others

These are just a few of the key players that may have an interest or stake in the program. Other stakeholders may include; religious institutions, attorneys, youth, parents, civil and social organizations, victims and any other individual or organization that may have an impact. The success and survival of a teen court program is dependent on the extent of the designer's ability to identify and secure support from persons or organizations who have an interest or stake in the program. Each community must examine its own makeup and specific needs in order to determine the key players.

- **Religious institutions** – provide religious counsel, excellent source of youth resources, funding or office space.
- **Attorneys** (prosecuting and public defenders, local bar associations) – excellent resources for knowledge, skill, or assistance in training volunteers and serving as legal advisors.
- **Youth** – beneficial to both youth offenders and volunteers. The lack of youth input often results in programs that are not successful.
- **Victims** – provide information about their needs and expectations in order to develop programs that are victim sensitive.
- **Parents** – give parental consent to participants (offenders and volunteers) to enlist in the program. They are often required to transport their youth to assigned hearings. The parents of youth volunteers will generally volunteer their time while their children participate.
- **Colleges/Law Schools** – provide space and technical assistance from faculty and students.

COLLABORATIVE/COORDINATED EFFORTS

The need to involve and mobilize the community throughout the development of teen court programs is crucial. However, programs can neither lose the support or the visibility within the community once they have moved beyond the development stage. As the programs evolve, new needs will arise requiring assistance and support from persons with different areas of expertise. One must keep the community and the stakeholders at the center of its efforts and strive to maintain positive relationships.

Interagency coordination and collaboration are essential to the delivery of effective and efficient services. Teen Court programs rely on access to services in the community to achieve their goals and objectives. For example, the teen court programs in Missouri require defendants to perform a certain number of community service hours as a condition of their sentence. In order for the youths to meet this commitment, they must have a place to do the community service. By identifying and using existing services, teen court coordinators can ease their workload and avoid dual services.

NEEDS/RESOURCE ASSESSMENTS

Conducting a needs and resource assessment is the first step in the design of an effective program. In order to be accepted teen court programs must meet the needs of the community. The

assessment is to provide information to assist in the decision-making process throughout the development and execution of the teen court program. Each community has common issues of concern regarding juvenile delinquency problems. The data obtained can be used to provide baseline information and sell the program to stakeholders.

FUNDING

Funding sources for teen courts are varied. For existing courts, the amount of funding needed depends upon the functions and designs of programs and how the program is administered. Less funding is needed if an existing department or agency (e.g., juvenile office, and police department) operates it than if it is operated by a new agency. In the programs currently operating in Missouri, funds were received from federal, state or local grants (governmental agencies, schools, Missouri Bar). The 29th, 38th, and 39th circuits were able to start their programs by applying for a Juvenile Court Diversion grant funding through the Division Youth Services. Others have received funding through private donations and nonprofit organizations. The youths can also help keep the program running. The community work that the youths accomplish often gives them job skills, not to mention the savings in the criminal system for future crimes not committed. Differences also exist in the functions and designs of programs.

Teen court coordinators have many functions, one of which is identifying and obtaining funds. This task can become very time-consuming and frustrating. Is important to have board and community assistance in raising funds. One way to do this is to form a fundraising committee. The committee should consist of people who have knowledge and experience, connections with private donors or funding agencies and individuals who believe in the success of the program. It is important to develop a funding plan and keep those involved on task. Keeping the committee strong and active can maximize fundraising efforts. Teen court should not become a bureaucracy.

COSTS OF FUNDING A PROGRAM

Teen court programs can be comparatively inexpensive to operate because of the remarkable commitment of volunteers. Although some programs are run entirely with volunteers, other programs pay the program coordinator. Some expenses to consider may include:

- Personnel costs (e.g., salary, fringe benefits);
- Office space (e.g., rent, utilities, maintenance);
- Office equipment and supplies (e.g., office furniture, computer, copier, telephone, postage, office supplies);
- Travel expenses (e.g., training, recruitment, networking)

Donations do not have to come in the form of money. Actual services and goods (in-kind) can keep costs down. Programs that use adult judges to preside over teen court proceedings can use the existing courtrooms. In jurisdictions that operate with all teen volunteers, a joint agreement may be reached between agencies to share space. It is also possible to obtain space from community, civic leaders, law enforcement agencies, or schools. Other creative ways to lower the cost of financing the program may be to contact businesses and exchange goods and services for public recognition.

POTENTIAL FUNDING SOURCES

Federal*

- **National Highway Traffic Safety Administration (NHTSA):** Underage drinking and impaired driving is a particular concern for communities. Programs that aim to enforce underage drinking may be eligible for NHTSA funds.
- **Office for Juvenile Justice and Delinquency Prevention (OJJDP):** The Department of Justice through OJJDP provides direction and resources to assist the juvenile justice community in helping to prevent and control delinquency. The Special Emphasis Division provides discretionary funds to reproduce tested approaches to delinquency and juvenile drug abuse prevention. The Research and Program Development Division provides demonstration programs. The State Relations and Assistance Division manages OJJDP's Formula Grants, which provide direct support to State and local governments to prevent and treat delinquency, including drug abuse, and improve their juvenile justice systems.
- **U.S. Department of Education:** The Safe And Drug-Free Schools Program helps state and local educational agencies develop and operate drug and violence prevention programs for students of all ages.

*Source: Coordinating Council on Juvenile Justice and Delinquency Prevention, 1992.

State and Local

Teen court programs have reported receiving monies from state agencies, private foundations, and community organizations.

- **State/County Agencies** – Department of Social Services, Division of Youth Services. Department of Public Safety, Division of Highway Safety. COMBAT (Jackson County Anti-Drug Tax Prevention Program).
- **Private Foundations** – Local Bar Associations, IOLTA (Missouri Lawyers Trust Account Foundation).
- **Community Organizations** – Local Junior Leagues, United Way, and religious institutions.

RECRUITING AND TRAINING VOLUNTEERS

RECRUITING

With the skills and energy that they can offer, volunteers, both adult and youth, are extremely important to the success and continuation of teen courts. In working with volunteers, program directors must be specific about what needs to be done. Be creative! New ideas will increase the morale and spirit of the community. Many people like volunteer jobs that give them a chance to know different people. Others find satisfaction in knowing how they will make a difference.

To recruit volunteers, the program coordinator or director needs to know exactly what jobs need to be done. Screening applicants is extremely important in recruiting volunteers. Every effort should be made to recruit from all social, economic, and ethnic backgrounds. Communities differ in their needs and resources. Program directors and coordinators should compel themselves to seek input from the stakeholders and the people they seek to serve. Regardless of demographics, developing a recruitment plan, keeping jobs simple and always showing appreciation for the work are important standards in retaining volunteers. Also make sure that volunteers have an idea of the information and materials they need to perform their jobs.

Very often, there are resources right in your midst that are waiting to be tapped. Youth are required to go to school. It makes sense to look first to your school district or local school volunteer organization for your volunteers. Recruiting methods can include putting up posters around the school, getting administrators and teachers to promote the “teen court” concept, and scheduling presentations to groups or classes to introduce and sell the program.

Parents are great potential sources for volunteering. If their schedule permits, many parents welcome the opportunity to get to learn more about what their children are doing. Many school districts have formed partnerships with local businesses and other organizations. Most partnerships include some level of volunteerism. Determine if the school has a business partner that would be able to assist with volunteers and other resources. Churches, merchant groups, and other community organizations may be sources for volunteers. Most companies will respond more favorably when a partner, employee, or member requests that they volunteer.

TRAINING

Training is vital to any volunteer program. It provides knowledge and skills to enable volunteers to effectively do their jobs. The nature and extent of training offered to teen court volunteers varies among programs throughout the state. The amount of training offered to volunteers can range from a few hours to months. The programs in the 16th circuit require up to twelve weeks of training. After the training, youth attorneys and judges must pass a modified “bar exam” before they can participate in the program. Programs in other circuits also require training of the youth volunteer’s general knowledge and understanding of the law and skills as related to the

volunteer's job description. For those programs that use a jury, the jurors must learn how to listen to information and make judgment impartially and compromising with fellow jurors when needed.

Adult volunteers need the same skills and knowledge for each position as with the youth. However, there is usually less emphasis placed on training adult volunteers. The training is much shorter, generally an hour or two and is more as an orientation than a training. The recruitment of adults is specially task oriented. For example, the legal advisor or reference attorney position would necessitate someone with a legal background. This type of knowledge and skill can be used to train youth volunteers in how to address the court, when to speak and what kinds of questions can be asked.

Programs should select training topics that are most crucial to volunteer development and performance. Training programs should be developed to meet the needs and interests of the volunteers. Generally, training sessions are broken down into three phases; orientation, pre-service, and in-service.

- Orientation – geared to provide background information about the program to volunteers.
- Pre-service – furnishes volunteers with knowledge and skills about the specific tasks or roles to which they are assigned.
- In-service – provides training periodically to enhance and strengthen skills and knowledge.

There are similarities and differences among adult and youth learners. Training programs must be designed to be flexible and meet the learning needs of the individuals. Learning tends to take place more often when the topic is interesting and relevant to their needs. Unfortunately, there are times when tedious information must still be presented. Therefore the method in which the training is provided should be considered to offset difficult information. To ensure that the training is meeting volunteer needs, trainers should be open to suggestions and feedback. Volunteers like to feel they have an active voice in how the program operates.

VOLUNTEER POSITIONS AND RESPONSIBILITIES

YOUTH ROLES

Bailiff

The primary duty of the bailiff in teen court is to assist the judge and teen court coordinator in maintaining order in the courtroom at all times. Specifically, the bailiff's duties are²:

When Court Begins:

- Brings defendant, defendant's parents, and attorneys into the courtroom. Makes sure that the defendant and the attorneys are seated at the tables, and the defendant's parents are seated in the gallery.
- Brings the jury into the courtroom.
- Checks with the judge and inform him/her that court is ready.
- Starts the proceedings by announcing the judge and calling the court to order (when the judge enters the courtroom):
 - *All rise, the (your county, state) Teen Court is now in session, the Honorable (judge's name) presiding.*
- After the judge is seated, the bailiff will state:
 - *Please be seated. (If Judge does not say.)*
- The bailiff will instruct those in the courtroom to please stand or be seated whenever the judge enters or leaves the courtroom.

Deliberations:

- The bailiff will direct participants to the correct seating area. Bailiff will also seat the defendant and defendant's parent(s) outside the courtroom.
- After the tribunal judges or the jury has heard the case and is ready to leave the courtroom to deliberate, the bailiff will announce all to rise when the tribunal judges leave the courtroom to deliberate or leads the jury to the jury deliberation room and waits outside.
- When the jury has reach a unanimous decision, the judge will instruct the bailiff to escort the jury back into the jury box.
- When the tribunal judges have reached a unanimous decision, they will inform the bailiff who in turn announces their return.
- The judge will ask the jury foreperson to stand and ask if the jury has reached an agreement. Upon hearing "yes," the bailiff will take the Jury Findings Form from the foreperson and present it to the judge for review. The judge will hand the form back to the bailiff, and the

² Job descriptions for youth volunteer court personnel are adapted from the Montgomery County, Maryland Teen Court manual.

bailiff will hand it to the court clerk to announce, or the judge may read it himself/herself. The form is again returned to the bailiff. (If applicable).

- The tribunal judge will render a verdict and make a judgment of sentence. (If applicable).
- Once the case is concluded, the bailiff will announce for all to rise as the jury and/or the judge exit the courtroom.
- The bailiff will then escort the defendant and the parent(s) out of the courtroom to the coordinator or verdict processor and give him/her the jury findings form.

Court Clerk

When Court Begins:

- Every time the judge is addressed, he/she is addressed as “Your Honor.” At the judge’s instructions, the clerk will call the case as follows:
- *In the Matter of the State vs. (Defendant’s full name.)*
- *Docket Number:*
- *Charge(s):*
- The judge will administer the Confidentiality Oath³ to those in the courtroom. (Unless previously stated by the coordinator in a volunteer processing room.)
- *I solemnly swear or affirm that I will not disclose, either by words or deeds, any information which I learn in the course of a teen court case presentation, and that I will keep secret all teen court proceedings held in my presence.*
- In programs with a jury, when the judge instructs, the clerk will stand and swear them in.
- *Do you solemnly declare or affirm to listen carefully to all the evidence, which is presented in this case, and to fulfill your duty to determine a sentence, which is appropriate and fair to the defendant, the victim, and the community? If so, say, “I Do.”*
- After the prosecution and defense attorneys have given their opening statements and at the judge’s instructions, the clerk will stand and swear in the defendant. (Or the judge may choose to do it.)
- *Do you solemnly declare or affirm under the penalties of perjury that the responses and statements you are about to give will be the truth, the whole truth, and nothing but the truth?*
- After the jury has deliberated: At the judge’s instruction, the Jury Findings Form will be given by the jury foreperson to the bailiff. The bailiff will then give the form to the judge to be reviewed and signed. If accepted by the judge, the judge will give the form back to the bailiff, who will hand it to the clerk to be read. The clerk will announce the disposition: (Unless the judge does it.) The defendant and defense attorney(s) are asked to rise for the reading of the sentence.
- *In the Matter of the State of Missouri vs. defendant’s name*
- *In the (your county, state) Teen Court.*
- *We, the Teen Court jury, recommend that the respondent,*
- *(Respondent’s full name)*

*receive the following constructive sentence:
(Read sentence to be performed)*

³ Confidentiality Oath taken from the Greene and Phelps County, Missouri Teen Courts’ volunteer handbook.

Court clerks should arrive 60 minutes prior to start of court.

Prosecuting Attorneys

The prosecuting attorney has the responsibility to seek justice and not simply be an advocate for the highest possible sentence. The key role of prosecutors is to represent the people of the state/city. The prosecutor will ask the defendant questions that are designed to bring out the aggravating factors of the case. These could be reasons why the defendant committed the act or how the defendant participated in the offense.

Prosecutors present the case for the state and also recommend an appropriate sentence for the defendant if found guilty of the offense committed. In adjudicatory programs, the prosecutor will conclude if there is enough evidence to substantiate the offenses charged. He/she will review the information in the police report. If there is reasonable evidence, the case should proceed. If not, the program coordinator should be contacted to discuss dismissing the charges. The prosecution should be familiar with both the aggravating and mitigating circumstances of the case.

In cases when the defendant pleads “not guilty,” the arraignment judge will set a date and the prosecutor will begin preparing for the case for trial. The trials are conducted similar to those of adult court. Improper evidence, testimony, or procedures can be opposed through use of “objections.” In “guilty” pleas, the judge will ask for sentencing recommendations. The plea agreement is reached prior to the hearing with the defense attorney(s). The judge will make the final sentencing decision if the attorneys cannot reach an agreement.

In sentencing programs where the defendant is required to plead guilty, prosecutors present evidence of the aggravating factors of the case and request the jury to decide on a sentence that sets the appropriate consequences for the defendant. This design normally does not allow the use of “objections.” The prosecutor will ask the defendant questions that are designed to bring out the aggravating factors of the case. These could be the reasons why the defendant committed the act or how the defendant participated in the offense.

After questioning the defendant, the prosecutor will tell the judge that he/she has no further questions and the questioning will be passed to the defense. The prosecutor will be seated. When questioning on both sides is completed, the prosecutor will give a closing argument to the jury. This statement should be organized and supported by facts or evidence. The prosecution can point out reasons why a particular sentence is recommended.

The prosecutor should never argue with the defense attorney. Attorneys should only address the court, the defendant, or the jury.

At the end of the case, the case folder (if used) is returned to the bailiff when he/she escorts the defendant out of the courtroom to meet with the teen court coordinator or the verdict processor.

Defense Attorneys

The defense attorneys have the responsibility to represent and advocate for the defendant. Each defendant is entitled to the best defense possible. The defense attorney should be familiar with both the aggravating and mitigating circumstances of the case, and request an appropriate sentence. Regardless of program design, defense attorneys ask the defendant questions that are designed to bring out the mitigating factors of the case. These could be anything that reduces the severity of the offense the defendant has admitted involvement in and any good attributes of the defendant. Questions should also include the consequences that the defendant already has experienced; i.e. punishment at home, school, etc. The questions asked should show the defendant in the best possible light and therefore convince the judges or jury of the need for the fairest possible sentence.

In adjudication programs, the defense attorney is responsible for assisting the defendants in understanding their rights and in deciding how to plead at the arraignment. Defendants are advised on proper courtroom behavior and what to expect in court. In cases that go to trial, the defense attorney is responsible for bringing out witnesses and facts that are favorable to the defendant. The defense can use objections if there is infringement on the rules of evidence, common sense, or fairness. When a defendant pleads guilty to the offense, counsel is to work to insure that the sentence is fair and impartial. The defense attorney will attempt to reach a plea agreement with the prosecution for the fairest sentence.

In sentencing programs, the defense attorney outlines the facts that are favorable to the defendant. During questioning of the defendant, the defense attorney will derive information that puts the defendant's actions in a more complimentary light and point out facts that will help convince the jury to pass down a fairer sentence.

The defense attorney(s) and defendant will stand for the judges' or the jury's verdict.

Jury Members

This job description is for teen courts that follow **Design A**. This method is for operating teen courts processing offenders who admitted to being involved in the offense. Therefore, this procedure is for the purpose of hearing the facts and assigning a fair consequence.

As a juror on teen court, you have an opportunity to participate in an important part of our democracy process. Jury duty is a privilege and a serious responsibility. You must listen to both sides of the case without prejudice and render a fair verdict. Jury members are required to base their sentence on the evidence heard in court, the judge's instructions, and the sentencing guidelines.

Generally, the jury will consist of a minimum of six jurors and a maximum of twelve jurors. All cases must reach a unanimous verdict. Taking the average of a sentence that jurors want the defendant to serve may help. Another way may be to take the most common sentence expressed by the jury.

Jury members are obligated to perform honestly and conscientiously, without fear or favor. If a jury member is acquainted with the defendant, the teen court coordinator or the judge should be

advised and that jury member is excused from the proceeding. An alternate may be chosen or no replacement made if there are sufficient jury members.

Judges

This job description is applicable to programs that use peer judges, or follow *Design B*. The judge's role is to preside over the proceeding, regulate the courtroom and to insure justice is administered impartially and justly. The judge is frequently an older youth who has served in the roles of the defense and prosecuting attorneys. The minimum age limit for a youth judge is usually 16. Because there is no jury, the judge is responsible for rendering a verdict and a sentence for the defendant. There are two different types of judges; the arraignment judge and the trial judges.

Arraignments: One judge presides over the arraignments. If the defendant pleads "not guilty", the judge will set a date for trial. If the defendant pleads "guilty", the judge will usually take the recommendations from the prosecutor, who has reached into a plea agreement with the defense attorney.

Trials: The lack of a jury requires that more than one judge, usually three, presides over trials. The judges are presented with evidence relevant to the case, deliberate, and pass sentence. The judges must conduct themselves in a manner reflecting the importance and seriousness of the hearing. In addition to presiding over the hearing, the judges may be called upon to explain the criminal charges, have sufficient knowledge to rule on objections or any other legal issues that may arise.

ADULT ROLES

There are many ways in which teen court programs can use adult volunteers. The extent to which programs like to use volunteers differ. The following is some of the most popular ways in which the volunteers are utilized.

Volunteer Information Director:⁴

Check youth jurors and/or volunteers in, collects their summons form, informs jury members of jury assignments (if applicable) and ensure all have signed an Oath of Confidentiality. Must arrive prior to the time volunteers are scheduled to appear. After all volunteers are checked in, this person then can assume the role of a Jury Consultant or other role.

Defendant Information Director:

Checks in defendants and parent/guardian(s) and ensures both parties have signed the Oath of Confidentiality. Advises of hearing times and reviews rules for participation in teen court.

⁴ Adult volunteer positions information was taken from the Greene County Teen Court: Handbook for Adult Volunteers.

Must arrive prior to defendants and parents to check them in, collect their appearance notices, and give the defendant his/her trial number with an approximate time frame as when they will be called.

After all defendants have checked in, the director will stay at the table and monitor the activity of the defendant and parents/guardian(s) throughout the evening.

Jury Consultants, 2 – Design A

Each consultant is in charge of one jury and stay with them throughout the evening. Arrives prior to jury members. Make certain the proper members of the jury are seated for each of the cases.

Stays with the assigned jury until it is time to go into the courtroom. Once in the courtroom, stay until the closing arguments begin. Proceed to the deliberating room until the jury arrives.

When the jury is seated and ready to begin deliberation, the consultant guides them in electing a foreman (if not already elected by the judge.) It is the foreman's responsibility to make sure all jurors discuss the case and he/she is also responsible for completing the verdict form. It is important that the consultant stays with the jury during deliberations to make sure discussions are initiated and the verdict form is completed properly. Ensure that the decision is unanimous and the verdict form is filled out correctly. The jurors should be instructed on the acceptable and mandatory guidelines for sentencing.

Defense Advisor

Arrives prior to defense attorneys and defendants to pick up necessary forms to give to the appropriate parties. The defense advisor and defense attorneys will go to the attorney/client room to review cases. The advisor help the attorneys come up with a list of questions to ask the defendants (during the interview process as well as in the courtroom).

Once court begins, please sit in the gallery behind the attorneys to answer any questions they may have about proper procedures and questioning.

Local attorneys from the community often fill this position.

Prosecution Advisor

Arrives prior to prosecuting attorneys to pick up case information and necessary paperwork to review with prosecuting attorneys. Go to an assigned room to review the cases and help in coming up with a list of questions to ask the defendants. Make certain

the questions elicit as much detail about the offense as possible to give the jurors a clear picture of exactly what took place.

Once court begins, be available for any additional responsibilities as assigned by the coordinator.

Local attorneys from the community often fill this position.

Verdict Processor

Responsible for all paperwork after the verdict has been given. Has access to community service agency lists, workshop information sheets, rules for the letter of apology/essay, juror job description forms, and teen court handbooks. Located in a visible area outside the courtroom.

With the defendant present, the verdict processor fills out the sentencing contract and has the defendant and parent/guardian(s) sign. If there are jury duties assigned, (if applicable) they should be scheduled consecutively beginning with the next hearing. The defendant will be given the necessary paperwork to complete the allotted sentence. After this is done, the defendant and parent/guardian(s) are free to leave.

After the defendant has left, fill out all the necessary forms and information, place them in the defendant's file, and give the file to the teen court coordinator.

EVALUATING YOUR TEEN COURT PROGRAM

The definition of evaluation is simply the process of determining the worth or merit of something. If the “something” is a program, then it’s a “program evaluation.” Program evaluation focuses on decisions to be made. The decision may be to:

- Make determinations about how to improve the program (e.g. how well is the program conducted, whether the program is practical and useful, and whether or not the program has the intended effects).
- Provide information to the funding agent to make decisions about continuing to fund the program and/or adjust funding (e.g. how well the program is meeting its intended goals and effects on participants).
- Make an overall decision about whether or not to continue the program.

Evaluations are often feared because they are perceived as a threat to how the program is structured. The status quo is comfortable and does not require any change. The word itself can throw people into a panic. In this section, the focus will be on the benefits of evaluation. “Evaluations are undertaken for a variety of reasons and serve different purposes: to judge the worth of the ongoing program and to estimate the usefulness of attempts to improve them...” (Rossi & Freeman, 1993, p. 3). A common complaint about program evaluation is that they are not practical. Staff complains that data collection takes too much time, too much money, and is too technical (Patton, 1982). With funding becoming more competitive, gone are the days when it was simply good enough to just get things done. Now the need is compelling to determine that necessary and good things are done (outcome evaluation) and to record how they were done (process evaluation).

The following is what is involved to conduct a program evaluation. It can be modified to meet your individual evaluation needs. At the end of this section is a short practical application in basic outline form, which may be more user friendly.

Financial provider

From the provider’s perspective, an evaluation may be a determinant in future funding. The results of an evaluation may be used to:

- Allow financial providers to know whether their funds were used appropriately and that the objectives were met.
- Assess if the program’s benefits are worth the cost.
- Assist in the development of future funding objectives addressing the same needs/problems.
- Promote positive public relations through promotion of the benefits derived through their funded projects.

Agency

From an agency's perspective, an evaluation has the following benefits:

- Compels the agency to clarify program objectives.
- Helps the agency to continually refine its approaches to service.
- Provides feedback on the level of effort and cost required to accomplish the tasks so that adjustments may be made in the future.
- Increases the agency's capacity to meet the needs of their target population through increased knowledge about them and what would be the most effective interventions.
- Assists the agency to communicate benefits of services to the public and thereby increase public support (Coley & Scheinberg).

Evaluations can be fairly simple or extremely technical. Because of financial constraints or relatively limited staff expertise in evaluation methodology, evaluation plans may need to be kept fairly simple. When a program is evaluated, the successes of the objectives are being examined. The objectives typify the "promise" to the funder and the evaluation provides the data to support the promise was fulfilled. For example, interest is shown in determining whether the program was successful in decreasing recidivism, the effectiveness of imposed sanctions may be assessed. In order to make a determination on any one of the program activities; the types and sources of evidence needed must be identified. The data collected should appropriately answer the questions asked about the program. The following are examples of the types of data that can be easily collected and used in an evaluation (Coley & Scheinberg, 1990):

- Community perception of service
- Number of clients served
- Demographic profile of clients
- Length of client involvement in the program
- Client satisfaction with the program
- Change in client's behavior, attitudes, knowledge, or conditions

The method used to collect the data must be considered, as well as when to collect it. Once the data has been collected, a decision must be made about how to present the data. Should rates, frequencies, percentages, or comparisons be shown? Will outcomes by gender, age, ethnicity, income level, type of offense, or other characteristics (e.g., recidivism rates of teen court versus traditional juvenile court defendants) be compared?

There may be other considerations in preparing an evaluation that are not addressed here. However, in questioning what needs to be accomplished (outcome), or how to proceed in achieving the desired results (process), the reasoning of "why" may need to be assessed. What may be learned through the evaluation is the initial understanding of the problem/needs, the needed solutions, or that community's response does not yield the expected results. Such examination and feedback can help to strengthen subsequent planning projects.

This user-friendly evaluation plan is written primarily in the simplest form for beginning on-the-job and learn-as-you-go program developers. The point is that not all evaluations have to be technical and complex. What has been identified will assist in the activities to be considered in evaluating your teen court program. There is however, an emerging trend for funders to support more extensive evaluations. Long-term impact evaluations can be beneficial to program development in the future.

Over time, how we define social problems have changed with modifications in values and lifestyles. Social problems are also viewed in varying degrees in communities and cultures. For many centuries, individuals and groups alike have sought to grasp and rectify the flaws in humanity. Hence the rise of program evaluation. Innumerable programs have been attempted or tried to improve the quality of our physical and social surroundings. These social investigations are assertions of present-day evaluations. As the demands on limited public resources increase, program managers are under pressure to continually improve the efficiency and effectiveness of their programs.

An evaluation process is vital to the long-term success of Missouri's teen court program. It gives evidence of effectiveness, often needed by funders, and strengthens the programs. However, one must understand or know why an evaluation is being or will need to be conducted. You must ask yourself is the evaluation needed to do planning, to justify a program, or to improve a program. You must know what the issues are and who are the stakeholders. While there is no definitive approach to designing an evaluation for Teen court, this protocol is not intended to foster a "cookbook" approach. Standard designs may sometimes fit real-life situations; it will often be necessary to tailor a design to meet specific goals and objectives as well as the expectations of stakeholders and funders. An evaluation is designed to help teen court coordinator/directors measure and improve the operating efficiency and cost-effectiveness of their programs, projects, and services.

Evaluation Basics

A review of program materials suggests characteristic information of individual teen court programs, but little research-based information is available. One may wish to know whether a special court program for youthful offenders would lower recidivism rates, alleviate the overburdened caseload of juvenile court, whether being judged by their peers is more effective, or is an increase in youth competencies will contribute to public safety. Any number of factors other than the treatment or program could cause changes in outcome measures.

The word evaluation can elicit a variety of feelings from excitement to fear or resistance to support. The main purpose of program evaluation is to determine how successful the project is in meeting its intended objectives. Evaluators use social examinations to judge and improve social and human service programs. Evaluation can be an opportunity for change and growth. There are four phases that should be carefully thought about before beginning the evaluation:

Phase A:

Determine the purposes of the evaluation

1. Identify issues (find out as much as you can about problem areas)
2. Interview stakeholders on key issues

3. Identify research questions/objectives

Phase B:

1. Determine methodologies (choose data collection approaches and instruments)
2. Determine evaluation options
3. Write and present evaluation assessment
4. Choose evaluation designs
5. Choose the sampling strategy
6. Estimate the cost of the evaluation

Phase C:

1. Set deadlines
2. Set up the evaluation design
3. Conduct the research (administer the instruments, score them, and record data)
4. Analyze the data

Phase D:

1. Compile draft results
2. Consult with stakeholders and choose a method of presenting the information
3. Write and present the final report

Goals & Objectives

The purpose of this section is to help in the understanding of the steps that needs to be taken when, as all too-commonly happens, the objectives that have been established can only be termed as vague at best, and with no program or evaluation goals. One must start with the project's objectives, which may have been previously developed or if not, will need to be developed. The project objective leads to both project goals and to the objective of the evaluation. Project goals lend specificity to the objective. The purpose of the evaluation effort will be to determine whether the project met its objective. Project goals are used to develop evaluation goals, and to help develop the question or questions that the evaluation activities will attempt to answer. Like the evaluation objective, the goal of the evaluation is to determine whether the program's goals are being met. The evaluation question you ask will determine how you complete the project. While this may seem self-evident, understanding and exploiting this relationship baffles many people. It is not uncommon to have vague objectives and no measurable goals. Worse, thoughts about evaluation occur to most program personnel well into or at the end of the program.

Evaluation Types

Process

The two evaluation types most useful for this program are formative and summative, also referred to as process and outcome. Formative (process) assesses current, ongoing program activities, provides an internal process that compares the planned program with the actual program, and measures the progress made toward meeting the program goals. This evaluation type helps identify problems threatening the program's viability, enables the program manager and the

planning group to make mid-course correction. Below are some issues that Rossi & Freeman (1993) maintain the process evaluation should address:

- What is the nature and scope of the problem requiring new, expanded, or modified social programs? Where is it located, and whom does it affect?
- What feasible interventions are likely to improve the problem significantly? (e.g. sanctions imposed.)
- What are the appropriate target populations for a particular intervention? (e.g. age, type of offense committed, chronic offenders.)
- Is the intervention reaching its target population?
- Is the intervention being implemented in the ways envisioned?
- How much does the program cost to operate?
- What are its costs relative to its effectiveness and benefits?

In addition, other questions that are specific to the teen court program may be.

- What are the demographic information, other than age of youth offenders and volunteers?
- What does the training of volunteers and staff entail?
- How does the teen court program affect the traditional juvenile justice system's caseload?
- What type of coordinated management information system is available?
- How do the stakeholders, juvenile justice system, and the community perceive the program's effectiveness?

The potential uses of information obtained from a process evaluation can be used in a number of ways: To compare with other teen court programs in such areas as completion rates and sanctions. It can be used to assist other jurisdictions in constructing new programs. Identify successes and barriers in implementing the program. It will also provide a useful record of how the program has progressed over time.

Outcome

Teen court programs attempt to achieve long-term outcomes for the youthful offenders and for the community. Therefore, it is important to determine outcomes. A summative (outcome) evaluation measures the success of the completed program. It is used to make decisions about the future of the program. Use the results of this evaluation to recruit new funding sources, adult and youth participants, and to publicize the program. The summative evaluation often turns up unanticipated outcomes, identifying aspects of the program that would be otherwise overlooked. This is where we find out if we have been successful or not. Everyone is interested in the outcome. A close examination of the formative and summative evaluation results is necessary to understand the successes and failures of the program. Each participant and program partner has a different goal and will interpret the program results differently. Understanding both the overall program goals and objectives and those of the individual partners and participants leads to a better analysis of the evaluation results. Issues the outcome evaluation should address:

- What types of services are most effective for the offenders?

- What characteristics displayed by the offenders would indicate their seriousness about the program?
- How many offenders have been referred to the program?
- How many offenders have completed the program?
- Is participating in the program related to lower recidivism?
- Are participants more likely to increase their knowledge of the judicial system as a result of program involvement?

Behavior is difficult to change quickly, and usually requires long-term follow-up. In cases where developing a program will be complicated or will take so long, the program's objectives will only focus on the process. Because, ultimately, we want to change behavior, and that usually doesn't occur immediately, some call the immediate results, "initial" results. The "outcome" is reserved for assessing behavior change. It is very uncommon, however, for a program to have an outcome objective without a process objective. That is, it is difficult to conceive of a program that did not require some organization. Tasks to be completed and timelines ordinarily follow process objectives. These serve as process goals and provide a framework for the evaluator.

All teen court programs regardless of design should endeavor to provide some information of outcome evaluation, being ever mindful that the results are what the stakeholders or funders want.

Planning the Evaluation

There are a variety of techniques to use in conducting the evaluation. There are benefits and drawbacks to any method used in evaluation. Choices of method is based on questions to be answered, weighing costs and benefits of the method, and evaluation purpose. Since no one method can completely examine each aspect of the program, use more than one to get a full picture. The best practice in evaluation involves multiple methods and perspectives.

Much contemporary social research is devoted to examining whether a program can cause some outcome or result. Any number of factors other than the program could cause changes in outcome measures. For example, it may be that some historical event that occurs at the same time that the program is instituted was responsible for the change in the outcome measures. Good research designs minimize the plausible alternative explanations for the hypothesized cause-effect relationship. A good plan makes use of multiple methods for reducing threats to validity. The choice of which strategy to use for any particular threat can be complex and depends on the cost of the strategy and on the potential seriousness of the threat.

Method of Evaluation

Every program, even those that do not include an outcome, involves a process. Those that do include an outcome certainly involve a process. Process and outcome activities should be planned and executed concurrently. Information obtained from the process is most useful during the early stages of the program's operation. Outcome evaluation normally requires months to collect information by tracking the program participants. Base the evaluation on the program objectives and goals. Plan the evaluation before implementing the program if possible. If not, much time has to be spent finding and making sense out of the original reasons for the program.

Every evaluation requires developing the evaluation questions, choosing the appropriate techniques, and collecting and analyzing the information gathered. Developing good questions requires a clear understanding of the goals and objectives of both the program and the evaluation. Ask what needs to be done; increase knowledge of the judicial process, change a youth's negative attitude into a positive one, or reduce youth crime. Involve the entire planning group to ensure that no important questions are missed. Determine the resources available for the evaluation and narrow the list of questions to be asked. Remember formative and summative evaluations have different purposes and their differences should be reflected in the questions and groups to whom the results are presented.

Qualitative vs. Quantitative

Overall there are two kinds of data that can be collected for evaluation: qualitative and quantitative. *Qualitative* evaluation should be a part of every program. This evaluation component is intended to determine what happened as a result of our program. It is an attempt to explain why or how it happened. It should be used when you really want to understand in detail why an individual does something. Where the evaluation is concerned solely with process, it is more likely to rely on qualitative information. It helps to identify issues and understand why they are important. Qualitative research is often followed by a quantitative study.

The role of *quantitative* research is to tell how many by using numbers. It is also appropriate for measuring both attitudes and behavior. Most, but not all evaluation projects include a quantitative component to determine what happened. A quantitative report will usually use charts, tables, lists, graphs, and mathematical calculations. Quantitative data should be collected when a profile is wanted of a group of youth based on shared characteristics (such as demographics). It can be used to create designs that predict whether or not youth would act in a certain way based on observable characteristic. The questions asked should be direct and easily quantified and the sample quite large.

Instrumentation

Beyond everything else, there is a need to find a psychometric instrument (test) that will answer the question. What needs to be known is what kind of instrument (what kind of method are used to gather the data) is needed in order to answer the evaluation question? The paper and pencil testing dominates the way program evaluators collect data. During this step, decide first *what* needs to be measured, second, *how* it can be measured, and third, how to determine it was actually measured.

Measurements can be measured objectively and subjectively. The difference between the two methods is whether a measuring device is employed. Objective measurement is almost always needed during outcome evaluation to determine what happened. Subjective measurement is useful during process evaluation, and during outcome evaluation to determine why or how it happened. Subjective measurements are difficult to gauge accurately, that is, it's hard to establish reliability or validity. Reliability is concerned with how consistently a test measures whatever it is testing. Establishing the validity of a test is to determine what the test measures.

Evaluation Designs

There are many designs and design variations. They are categorized as “non-experimental,” “quasi-experimental,” and “true experimental” designs. *True experimental* designs are very strong designs because they require an experimental group and at least one control group. They also assume that subjects are randomly assigned between or among the groups. *Quasi-Experimental* designs are identical to the true experimental design with the exception of random assignment of subjects to control group(s) (subjects receive no treatment or a harmless one); the other, the experimental group(s) (receive the treatment). The non-experimental designs are used for one-shot case studies, one-group (no control group) posttest studies.

The most desirable type of evaluation design for most programs is the true experimental design, in which the offenders are randomly assigned to either an experimental or control group. However, for the programs that are not diverted through the juvenile office, this is most likely not possible. For example, the Jackson County Youth Court’s diversion programs receive their referrals through the police departments or schools. Without a control group it is not possible to use this design. The offenders are only referred to the juvenile court if they refuse to participate in or do not complete the program. Although it is possible for those programs that receive their referrals through the juvenile court to use the true experimental design, it may not be too feasible. In order to calculate common statistics, at least 25 subjects are needed per group. If an experimental group and a control group is used, include at least 50 people. Every time an independent variable is added (the thing that is varied in order to try to produce some change, such as gender) the number of needed subjects doubles. There are also ethical considerations to withholding the program from a control group. Take for instance two youth committing similar crimes, the diversion program is offered to one youth, but the other is sent through the traditional justice system.

If programs are unable to undergo the scrutiny of true experimental designs, endeavor to use the quasi-experimental designs. One design is the pre-post design, in which information obtained following completion of the program is compared with those obtained at the intake process. This design is very useful in evaluating behavior change, but cannot account for other factors that may have prompted these changes. Another quasi-experimental design involves using one or more comparison groups. This design does not require random assignment. Offenders who have participated and cooperated in the diversion program are contrasted with a similar group of offenders who did not. The comparison group should include offenders who committed similar offenses and have similar demographics (age, school attendance, family history, socio-economic status).

The non-experimental designs are the weakest of the three types of designs. The one-shot case study is often the design used to evaluate programs. The offenders admit guilt, are sentenced and required to complete the sanctions ordered. At the completion of the program, offenders fill out an evaluation form. The evaluation form is the posttest. Without either a control group or a pretest, it is unsure whether the offenders learned anything, or whether they took the whole process seriously. The one group pretest-posttest is a little better. Here the offenders are given a “test” of their skills and knowledge about crime and the judicial system at intake. At the

completion of the program, a posttest is given to see what they have learned from the process and from their peers.

Data Collection

There are three questions associated with data collection that is important in order to answer evaluation questions:

- What data needs to be collected?
- From where will the data be collected?
- How will the data be collected?

What: If a process evaluation is conducted, qualitative rather than quantitative data will be collected. If an outcome evaluation is conducted, quantitative data will be collected. The question to be answered is “what happened”? These often take the form of a pretest and posttest.

Who: In most small county/circuit level programs, there is not much of a choice in deciding whom to collect data from. Usually all the sources will be needed and used.. This happens because the programs are generally small, at least relative to the data needs.

How: There are different methods of collecting information other than on paper and pencil tests. Additional data collection methods can provide information that is easier to gather and more accurate than tests. For instance, there are three ways to measure behavior – direct observation, indirect observation, and self-report. Direct observation is simply observing the subjects in action. Indirect observation is receiving information not directly from the subjects, such as checking with the school for attendance or following with the community service worksite supervisor on the subjects’ progress. Self-report is another option, which has limitations because it requires the subject to report their own progress.

Data Analysis

Data analysis begins once the data has been collected and the results need to be interpreted. If a process evaluation was conducted, analysis will be limited to descriptive statistics, which describes the results obtained. It is the most understandable information for the stakeholders. Virtually all outcome evaluation projects will require inferential statistics. Inferential statistics imply that the data gathered was generalized from the samples and applied to the larger population. It is inferred that because the information is legitimate or factual of the youth participants, it must be true for other youth offenders.

There are two possible outcomes from the data analysis. Either the statistic is significant or not significant. If it is found that the statistic is significant, it means that the information is significant and that the program worked. If the null hypothesis is rejected as true then the alternative hypothesis is accepted as true. If the statistic is not significant, it means that the data gathered or the relationship is not significant, which supports the notion that the program did not work and the null hypothesis was accepted as true.

Results

The last piece to the evaluation is reporting the results. There are three segments that should be covered: *Writing for the audience, pointing out the weaknesses identified with the evaluation, and reporting clearly the results of the evaluation.*

Audience

Write short paragraphs, and use short words; avoid acronyms (letters used to shorten titles, names of programs or agencies); and use active voice. Pick a style of writing and stick to it. Pay attention to how charts, headings or tables are labeled. Stick to your evaluation question and do not wonder off the subject.

When describing the data, provide enough information so the audience can figure out what happened, but not so much that it becomes redundant. Pick a method of presenting the information that the audience will understand.

Limitations

No program is ever perfect and neither is its evaluation. The audience will be very skeptical if only positive data is provided. It is important that limitations or weaknesses are acknowledged. Most of the limitations can be depicted in poorly defining the evaluation question or the failure to understand what the implications would be in asking such a question. Other common limitations may be the subjects dropping out of or not completing the program. Even if all the participants stay in the program, some of them are not going to give complete or factual data. Without complete anonymity, they may not answer all the questions, skew the answers if they fear further sanctions, or just put the outcome in an unnecessarily positive light.

Reporting the results

Reporting clearly what happened and why it happened may not be easy. Be careful to choose an evaluator who will be either biased or unbiased toward the teen court program. It is a good idea to share initial results with key persons so that the results will not come as a complete surprise.

TEN STEPS TO PROGRAM EVALUATION

1. What is the reasoning for having a teen court program?
 - To decrease youth crime in the community?
 - To discourage repeat offenses by encouraging responsible behavior and personal accountability?
 - To explore and impose creative, constructive, effective behavioral correctional plans responsive to the needs of both offenders and the community?
 - To give youths an orientation to the law, judicial processes or the opportunity to be “proactive” in your community? Or To assist in decreasing the juvenile court’s caseload?

2. What are the issues (research questions) the stakeholders, program participants, or program personnel are concerned with?
 - Who can be included in the target population?
 - What are the characteristics/demographics of the youth referred to teen court?
 - What impact did participation in the program have on the offenders' attitudes toward crime?
 - What percentages of youth completed the program?
 - What kind of impact did the program have on the juvenile court docket?
 - What is recidivism? Is it any new arrest or when only convicted? Is it an arrest of the same or different crime?
 - To what extent did the program educate the youth about the legal system?
3. Who are the stakeholders and what are their issues?
 - Who should be involved in the evaluation process? Funders? Community leaders? Staff? Adult/Youth Volunteers?
 - What are their values, beliefs or mission?
4. What are the specific question or questions to be answered through the evaluation?
 - Is the program carried out the way it was designed?
 - Did the program accomplish what it was set out to do?
 - How is the success of the program defined?
5. What are the evaluation options?
 - Do I want to assess current and ongoing activities (process)?
 - Who is the target population?
 - Is the training provided for the staff and volunteers sufficient?
 - How does the program affect the traditional juvenile justice system?
 - How do the key stakeholders perceive the program working?
 - How do I know if my program is successful? What decisions should I make about the future of the program?
 - Is participation in the program related to lower recidivism?
 - What types of services or sanctions are most effective for the offenders?
 - How many offenders have been referred to the program?
 - How many offenders have completed the program?
6. What kind of data do is needed?
 - Identifying information such as name, address, age, parent/guardian, school, etc.
 - Intake information such as criminal history, type of offense, family history and status, employment, etc.
 - Case activities such as teen court participation, imposed sanctions, and services provided.
 - Case outcomes may be looking at the changes in family relationships, school performance, offender and parent's knowledge, skill and attitude about the crime committed and the juvenile justice process.
7. Where and how is the data retrieved?

- Referral source or form
 - Police or juvenile court records
 - Intake information
 - Surveys or questionnaires
 - Pre/Post test instruments
 - Teen Court dockets
8. I have collected the data, now what do I do with them?
- The data has been looked at, arranged, put in order, but how do I make judgments about it?
 - What does the data really tell me? Does it have multiple meanings?
 - What meaning does the numbers have?
9. How will the information be used?
- How much information should be provided for the key stakeholders?
 - Will it be act on to make the necessary changes?
10. How do I report my results?
- Who is my audience?
 - What exactly did I found out about the program?
 - Should I report negative information or the weaknesses in the program?
 - How should I present the information that best describe the data that my audience will understand?

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APPENDIX A

MISSOURI TEEN COURT DIRECTORY

15th Circuit – Lafayette Co.
Connie Lee
Odessa High School
Odessa, MO
Phone Number: (816) 230-5533
Or: Amy Meyers
(816) 259-4236

15th Circuit — Saline Co.
Julie Starr
Saline County Juvenile Office of State Courts
Admin Admin 101 E. Arrow
Marshall, MO 65340
(660) 886-8870

16th Circuit – Jackson Co.
Eastern Jackson County Youth Court
Sandy Dorrell
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16th Circuit – Jackson Co.
Independence Youth Court
Honorable Susan Watkins
111 East Maple
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Phone Number: (816) 325-7750

16th Circuit – Jackson Co.
Lee's Summit Youth Court
Officer Chris Salva
115 S.E. 2nd Street
Lee's Summit, MO 64063
Phone Number: (816) 251-2751

16th Circuit – Jackson Co.
Grandview Youth Court
Mike McComas
1200 Main Street
Grandview, MO 64030
Phone Number: (816)-767-1030

16th Circuit – Jackson Co.
Kansas City Youth Court
Professor Ellen Suni
UMKC School of Law
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(816) 235-2372

16th Circuit – Jackson Co.
Raytown Youth Court
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Raytown Police Department
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25th Circuit – Phelps Co.
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29th Circuit – Jasper Co.
Rosemary P. Bashor
Deputy Juvenile Officer
601 Pearl
Joplin, MO 64801
Phone Number: (417) 625-4348

31st Circuit – Greene Co.
Sarah Simpson
Greene County Teen Court
1111 North Robberson
Springfield, MO 65802
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Fax: (417) 838-4119

36th Circuit – Butler Co.
Mildred Lunsford
Juvenile Officer
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38th Circuit – Christian/Taney
Darlene Rea
Teen Court Coordinator
P. O. Box 265
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 (417) 546-2110 (Taney)
 (417) 581-2995 (Christian)

APPENDIX B

SURVEY RESPONSES

Responses received from a telephone survey of current operating teen courts.

1. What factors contribute to (or inhibit) effective implementation of your teen court program?
When did your teen court start?

- *15th Circuit - Lafayette*

Group of dedicated people willing to contribute their time. Lack of human resources are inhibiting (volunteers are getting worn out a bit).

Teen Court program began in 1992.

- *16th Circuit – Eastern Jackson Co.*

The community (law enforcement, attorneys, school officials, community service work-sites) working together. The school donating building space to hold hearings.

Teen Court program began in April 1990.

- *16th Circuit – Grandview*

Fortunate to have the support of the community and law enforcement. The courthouse donates office space. City provides most of the funding, with additional resources coming from civic organizations.

Teen Court program began in 1988.

- *16th Circuit – Kansas City*

Someone in Family Court was committed to making it happen by pulling together the constituencies. However, they have to constantly find funding and adapting the program to meet the funding.

Teen Court began operating in 1989.

- *16th Circuit – Lee's Summit*

Growing number of referrals to circuit court. Much cooperation with the Juvenile Court in Jackson County to come up with the diversion program. A possible barrier would be the parameters that had to be followed while going through the grant process.

Teen Court began operating in 1988.

- *25th Circuit – Phelps*

The increase in the number of referrals being made to the Juvenile Office and the lack of available resources available. In trying to reduce the recidivism rate, much consideration was given to starting this program.

Teen Court began hearings in February 1998.

- *31st Circuit – Greene*

Received tremendous support from Family Court and the Juvenile Office.

Teen Court program began September 1996

- *36th Circuit – Butler*

Received cooperation of the school, parents and youth. No problem in getting volunteers. Time is an inhibitor in pulling kids out of school to provide the training and having a mock trial. Rural youth have to do the training during school hours.

Teen Court began in 1996.

- *38th Circuit – Christian/Taney*

Much community interest about the program. The circuit judge wanted the program and there are available resources.

Teen Court began operating in December 1997

- *39th Circuit – Barry/Lawrence/Stone*

The Community support of the program. Not all of the key players are sold on the program yet and may affect referrals.

First Teen Court hearing held on August 14, 1997.

2. What factors will contribute to the continuing livelihood of your teen court program?

- *15th Circuit – Lafayette*

Continued contribution of money and other resources.

- *16th Circuit – Eastern Jackson Co.*

It will depend on future funding. COMBAT funds the program right now.

- *16th Circuit – Grandview*

The support of the community (Board of Aldermen, police, Community Service sites). What got it started is what will keep it going.

- *16th Circuit – Kansas City*

Continuing funding and the cooperation of the key players.

- *16th Circuit – Lee's Summit*

The youth volunteers that serve as attorneys. Hope to offset one-third of the youth.

- *25th Circuit – Phelps*

Meeting the requirements of future funding sources and receiving referrals from the juvenile office.

- *29th Circuit – Jasper*

The Teen Court Advisory Board and the community's willingness to participate and give the recognition and ownership of the program to the youth.

- *31st Circuit – Greene*

The funding and support given by the community. The community is seeing that the program is working and making a difference.

- *36th Circuit – Butler*

Continued cooperation from the key players.

- *38th Circuit – Christian/Taney*

This is a new program in the area, but the recidivism rate will show the program is working. The load is taken off the juvenile office. The community will continue to support the program when they see it is working.

- *39th Circuit – Barry/Lawrence/Stone*

The community's support, winning over the rest of the key players involved and finding future funding sources.

3. What were the deciding factors in the construction of your teen court model? (i.e. adult versus youth volunteers?)

- *15th Circuit – Lafayette*

Use all youth in their program that was modeled after Lee's Summit. Wanted it to be a totally peer program. The youth are required to participate in a ten week training program and pass a modified "bar exam." One judge is used for sentencing hearings. Three tribunal judges are used for arraignments (entering a plea of guilty/not guilty) hearings. All participants must serve as

attorneys before becoming judges. No jury is used. Adult volunteers are used as resource attorneys.

- *16th Circuit – Eastern Jackson Co.*

All youth volunteers. Tribunal judges are used. Youth offenders feel more comfortable with a peer judge and seem to give less “attitude”. An adult attorney advisor will critique the youth after the hearing. No jury is used.

- *16th Circuit – Grandview*

All youth volunteers. A cooperative effort to link services between key players from Grandview and Independence. Tribunal judges used instead of juries. Defendants do not have to enter a guilty plea at the hearing, but 90 percent do and go straight to the sentencing phase.

- *16th Circuit – Kansas City*

The original thinking was very youth oriented, and many attorneys were involved in the program development and training of the youth. The program was patterned on the model from Independence. Use the adjudication model of trying and sentencing or just sentencing the offender. In arraignments, a single judge is used. For trials, three tribunal judges are used.

- *16th Circuit – Lee’s Summit*

The national teen model is used which they modeled after Independence. Much like a municipal court setting. Elected to use all teens that are very fair about judgment. They do determine guilt at the hearings.

- *25th Circuit – Phelps*

Will use a combination of both adult and youth volunteers. One of the Juvenile Judges will serve as the judge in the proceedings. Specialized volunteers will provide the training for the volunteers to assist on Teen Court night.

- *29th Circuit – Jasper*

Modeled after Greene County’s program with an adult judge. Do not believe that teens have enough knowledge to preside over a hearing at this time. The offenders may take having a real adult judge more seriously. Jurors consist of past defendants.

- *31st Circuit – Greene*

Modeled their program after the programs in Odessa, Texas, but made a few changes. An adult judge and adult volunteers are used to monitor the process and do the paper work. The rest of the roles are filled by volunteers i.e. defense and prosecuting attorneys, court clerk, bailiff, and jury.

- *36th Circuit – Butler*

Their program is run by all youth. Took the best from models in Washington, Colorado and California. Peer jury and judge. The adult volunteers are there to keep order if necessary.

- *38th Circuit – Christian/Taney*

Modeled their program after Greene County’s. Uses an adult judge, peer attorneys, court officers, and peer jury.

- *39th Circuit – Barry/Lawrence/Stone*

Uses an adult judge and peer jury. Did not want to use a youth judge. Too much power for any one teen to have. Responsibility lies on the teens to decide cases.

4. What are the criteria (offenses) for case referral to teen court?

- *15th Circuit – Lafayette*

First or second time misdemeanor referrals to the juvenile office. No status offenses.

- *16th Circuit – Eastern Jackson Co.*

All referrals come through Jackson County Juvenile Court. Referrals include status offenses, misdemeanor offenses including third degree assault, assaults on school property provided that such offenses do not involve serious physical injury or the use of weapons. These offenses are indicated in Jackson County's Administrative Order.

- *16th Circuit – Grandview*

All misdemeanor offenses are eligible to go through teen court. Criteria listed in Jackson County's Administrative Order.

- *16th Circuit – Kansas City*

Commission of misdemeanor offenses including property damage and stealing under \$150.00, minor possession, third degree assault without serious physical injury. Not accepting status or traffic offenses.

- *16th Circuit – Lee's Summit*

Minor or first time misdemeanor offenses. Minor property crime i.e., stealing, property damage, possession of drugs, peace disturbances and fighting without physical injury.

- *25th Circuit – Phelps*

All misdemeanors, first time offenses.

- *29th Circuit – Jasper*

First time misdemeanor offenses.

- *31st Circuit – Greene*

First time misdemeanor offenses and discretion of the juvenile office.

- *36th Circuit – Butler*

All misdemeanors including shoplifting, curfew violations, truancy, property damage.

- *38th Circuit – Christian/Taney*

Referrals determined by the juvenile office. Most will be first time misdemeanors.

- *39th Circuit – Barry/Lawrence/Stone*

First or second time misdemeanor offense depending on the duration of time between offenses.

5. What are the restrictions (if any) on serving repeat offenders in teen court?

- *15th Circuit – Lafayette*

Will allow first or second time offenders to participate in Teen Court, but will weigh the third offense.

- *16th Circuit – Eastern Jackson Co.*

Re-referrals will exclude individuals aged 15 or above at the time of the offense who are referred for assault, shoplifting under \$150.00 and larceny under \$150.00.

- *16th Circuit – Grandview*

Parameters are in place for repeat offenders as in the Administrative Order. There hasn't been anyone going through teen court more than twice.

- *16th Circuit – Kansas City*

Focus primarily on first time offenders. There are some guidelines for repeat offenders. In the new Administrative Order, offenders can go through teen court twice.

- *16th Circuit – Lee's Summit*

Additional five hours of community service are added to each new offense. i.e., if 20 hours are given for the offense, an additional five hours will be tacked on for a total of 25 for the second offense.

- *25th Circuit – Phelps*

Will not be serving repeat offenders.

- *29th Circuit – Jasper*

Offenders can only go through teen court once. However, they can still go into the program if they have been referred to juvenile court in the past before the teen court program began.

- *31st Circuit – Greene*

Will not be allowed to go through teen court more than once. Prior referrals to the juvenile office can be accepted if they were not adjudicated.

- *36th Circuit – Butler*

It's a one shot deal. No repeat offenders.

- *38th Circuit – Christian/Taney*

Determined by the juvenile office on a case by case basis.

- *39th Circuit – Barry/Lawrence/Stone*

Cannot be on prior probation. Only one time through teen court.

6. Does your teen court accept referrals both from judicial and non-judicial sources? If so, what is the proportion of referrals?

- *15th Circuit – Lafayette*

Judicial only. Juvenile Office screens each referral.

- *16th Circuit – Eastern Jackson Co.*

Receives referrals from the police department and sometimes from Family Court. Family Court normally does not know about their cases. Police refer 98-99% of the cases.

- *16th Circuit – Grandview*

All referrals come from the Grandview Youth Unit of the police department.

- *16th Circuit – Kansas City*

Most of the referrals come from the Youth Unit of the Kansas City Police Department. In September 97, they began taking referrals from the school system. In February 98, started working with Family Court to take referrals as appropriate. Presently 40% of the referrals come from the school system and 60% from the police department.

- *16th Circuit – Lee's Summit*

All referrals come from judicial sources.

- *25th Circuit – Phelps*

Majority of the referrals will come from law enforcement and schools.

- *29th Circuit – Jasper*

They have received one school referral and a few from parents. Most of the referrals, 95-98% come from the juvenile office.

- *31st Circuit – Greene*

The juvenile office filters all referrals received from law enforcement, schools, and the community.

- *36th Circuit – Butler*

Non-judicial agencies (law enforcement, schools) refer about 70%. The rest come from their juvenile office.

- *38th Circuit – Christian/Taney*

All referrals come from the juvenile office.

- *39th Circuit – Barry/Lawrence/Stone*

Receives referrals from the juvenile office and the schools. Law enforcement sends their referrals through the juvenile office.

7. How are youth volunteers recruited into the program?

- *15th Circuit – Lafayette*

Put notices in the 4-5 school districts. All volunteers must maintain a “C” grade or better and must submit three references, two from the school and one outside.

- *16th Circuit – Eastern Jackson Co.*

Formal presentations provided to the four area schools in the cafeteria.

- *16th Circuit – Grandview*

Primarily through the school. Potential volunteers are required to go through training sessions provided by an attorney and must pass a “bar exam.”

- *16th Circuit – Kansas City*

Have contacts with schools in the Kansas City area, the home school network, and community organizations. Have training sessions once or twice per year. Ex- offenders can volunteer if they successfully complete the teen court program.

- *16th Circuit – Lee’s Summit*

Go to the local junior high and high schools. In the Lee Summit schools, students are required to give ten hours of community service or they cannot graduate. May receive up to 500 applications. Required to complete a 12-week training program held one night a week. After training, the students must take a bar exam. The scores are then ranked and the top 25 students are taken.

- *25th Circuit – Phelps*

Recruit at the high school. School officials select the students who will be the core group of volunteers.

- *29th Circuit – Jasper*

Program started in the summer. Had some problems initially recruiting volunteers. Contacted local radio stations, newspaper, and the juvenile office. Received good responses and many applicants. Don’t have to do much recruiting now. Provide training three times per year.

- *31st Circuit – Greene*

In the spring of the first year they went to the public and private schools to recruit. Now volunteers come through word of mouth.

- *36th Circuit – Butler*

Recruitment through the school. Volunteers must maintain a high “C”, low “B” average. If their grades fall below the standard, they can be kicked out of the program.

- *38th Circuit – Christian/Taney*

Recruit through the high schools in the counties. Volunteers must have passing grades.

- *39th Circuit – Barry/Lawrence/Stone*

Use school districts and churches to recruit volunteers.

8. What are your sentencing options?

- *15th Circuit - Lafayette*

Community service ranges from 5-50 hours for each offense, monetary restitution, essays, letters of apology to the victim, training sessions, meetings with the juvenile officers to learn about the judicial system, or counseling sessions. Community service, essays, and letters of apology is the most likely combination of sentencing.

- *16th Circuit – Eastern Jackson Co.*

Community service hours range from 4-50 per offense and letters of apology. No monetary restitution.

- *16th Circuit – Grandview*

Community service up to 50 hours, essays, written or oral apologies. Any or all of these sanctions.

- *16th Circuit – Kansas City*

Community service of up to 50 hours, written or oral apologies, restitution and working on new option of workshops.

- *16th Circuit – Lee's Summit*

Five to fifty hours of community service, 1-3 page essays, written apologies, or a combination of them.

- *25th Circuit – Phelps*

Use three phase sentencing guidelines. The jury can recommend above the minimum guidelines but not below.

Class 1 offense – peace disturbance, truancy, curfew violation, traffic offenses, trespassing, misusing “911” receives 10-20 hours of community service. Jury duty can be considered an option for a portion of community service.

Class 2 offense – misdemeanor stealing, possession of alcohol, misdemeanor assault, conservation, reckless burning, vandalism, and receiving stolen property can net 20-30 of community service. Jury duty can be considered as an option for a portion of community service.

Class 3 offense – misdemeanor stealing, possession of alcohol, misdemeanor drug possession, assault on school property, misdemeanor property damage, vandalism, receiving stolen property, and possession of drug paraphernalia can receive between 30-40 hours of community service. Jury duty can be considered as an option for a portion of community service.

Offenders may also be required to write essays/letters of apology, or attendance of a drug/alcohol workshop.

- *29th Circuit – Jasper*

Use three phase sentencing guidelines.

Class 1 - stealing under \$150.00, trespassing, property damage under \$150.00 receives 10-25 hours of community service and 2-3 jury duties.

Class 2 – assault, underage drinking and possession receives 20-45 hours of community service and 3-5 jury duties.

Class 3 – D felony, two offenses at the same time receives 40-60 hours of community service and 4-6 jury duties.

All offenders receive community service and jury duties. In addition they may also be required to write essays, letters of apology, attend workshops, and pay restitution. Letters and essays have to be turned in two weeks after their hearing date. Community service must be completed in two months. Jury duties will depend on how many they were sentenced. The goal is all sentencing will be completed in three months.

- *31st Circuit – Greene*

Ten to sixty hours of community service, 2-6 jury duties, and workshops are mandatory. Letters of apology and essays on how the situation could have been handled differently are optional.

- *36th Circuit – Butler*

Community service of 10-50 hours, letters of apology, grounded up to two weeks, car keys taken away if age appropriate and other sanctions depending on the offense.

- *38th Circuit – Christian/Taney*

Three phase sentencing guidelines:

Class 1 – stealing, trespassing or property damage will receive 10-25 hours of community service and 2-3 jury duties.

Class 2 – property damage over \$350, underage driving, minor in possession or purchasing alcohol, tampering, possession of drugs, reckless burning or exploding receives 20-45 hours and 3-5 jury duties.

Class 3 – third degree assault or two or more offenses receive 4-6 jury duties, 40-60 hours of community service.

In addition, offenders may have to write letters of apology, pay restitution, attend workshop sessions, handwritten essays, or additional sentencing options. The jury can go above the recommended guidelines, but not below.

- *39th Circuit – Barry/Lawrence/Stone*

Ten to sixty hours of community service, 2-6 jury duties, essays, or apology letters to the victim. Offenders always receive community service and jury duties.

9. Does anyone supervise the offenders? If so, what does the supervision entail?

- *15th Circuit – Lafayette*

Community service work sites supervise offenders, which requires them to sign in and out. Essays and copies of apology letters are turned in to the coordinator and forwarded to the juvenile office.

- *16th Circuit – Eastern Jackson Co.*

The teen court coordinator supervises all the paper work and the community service work-site supervisors oversee the service hours.

- *16th Circuit – Grandview*

The coordinator provides the supervision by meeting with the offenders and community service work-sites. All written paperwork is turned in to the coordinator. Parents supervise the oral apologies.

- *16th Circuit – Kansas City*

Once sentenced, the offender meets with the youth court director who monitors the completion of the sentence. Reporting forms are sent by the community site supervisor and letters of apology are sent by the offenders. Follow-ups are made as needed.

- *16th Circuit – Lee's Summit*

The youth officer supervises the offenders. They are monitored for compliance with the sentencing options. Site and phone contacts are made. Completion forms are sent to the youth officer.

- *25th Circuit – Phelps*

The community service site supervisor provides supervision. Written materials are turned in to the teen court coordinator and forwarded to the juvenile office. Parents of the offenders also have to do their part.

- *29th Circuit – Jasper*

College interns are able to make contact with their assigned defendant once per week. Contacts are made with the community service sites, contact with the school to see how the youth is doing. The youth is given a timesheet that must be signed and turned in.

- *31st Circuit – Greene*

The teen court coordinator monitors and does the follow up. There are no deadlines to get the requirements done. However, if the youth does not make an effort or does not cooperate to complete the sentence, they can be referred to the juvenile office.

- *36th Circuit – Butler*

Community service sites and parents provide the supervision. The youth report back to the court clerk when they have finished their sentence.

- *38th Circuit – Christian/Taney*

The coordinator and the community service site supervisor monitor the offenders. They have one week to complete the letter to the victim and/or essay. On the last day of their jury duty everything else must be complete.

- *39th Circuit – Barry/Lawrence/Stone*

Supervision is provided by the coordinator and two college interns. Check in with businesses to check on community service sentences.

10. What volunteer roles are available for family members and members of the community?

- *15th Circuit – Lafayette*

Adult volunteer roles consist of the Board of Directors and 2-3 coordinators at any one time. One does the set-up for the offenders and one does the follow-up. Resource attorneys are volunteers. Family members of volunteers transports their youth to participate. Family members of offenders have yet to volunteer.

- *16th Circuit – Eastern Jackson Co.*

Family members of youth participants volunteer to provide supervision and explain the paperwork. Resource attorneys to provide guidance on developing and critiquing cases, police officers for security. Family members of youth offenders must be present for pre-court conferences and during the hearings. They are looking at adding a component on parent education.

- *16th Circuit – Grandview*

Volunteer roles consist of a ten member Board of Directors, eight resource attorneys, several community service supervisors, police and fire departments provide activities for the youth volunteers, fund raising effort by parents, judges, the prosecutor, and ex-offenders.

- *16th Circuit – Kansas City*

Members of the community and parents of youth volunteers comprise the board. Parents have become involved in sponsoring holiday parties and field trips. Parents are asked to provide assistance (e.g. repair judges' robes, updates on computer system). Working on providing services for offenders' parents. Law students and attorney volunteers provide training and serve as resource attorneys.

- *16th Circuit – Lee's Summit*

Volunteers comprise of the 12 member executive board. Resource attorneys providing legal assistance. Community service sites provide supervision to the offenders.

- *25th Circuit – Phelps*

Adult mentors, attorneys, and possibly parents once their youth has been through the program.

- *29th Circuit – Jasper*

At the present time they do not have offenders' parents volunteering. Volunteer roles include jury consultants, verdict processor, attorney advisors, those who schedule youth's jury duties or workshops, and a bailiff to help keep things smooth. Need nine adult volunteers to hold teen court.

- *31st Circuit – Greene*

A volunteer information director checks in the youth volunteers for the night. Defendant information director provides information or answer questions of defendants. Two jury

consultants to go with the youth during deliberation to clarify and answer questions. Defense and prosecuting attorney advisors. A verdict processor who does all the paperwork after the hearing and inform offenders and parents of what they need to do or where to go.

- *36th Circuit – Butler*

Other than the judge and local attorneys being available for the youth, do not use community members much.

- *38th Circuit – Christian/Taney*

Volunteer positions include jury consultants, defense and prosecuting attorney advisors, verdict processors, defendant information director and volunteer information director. Youth participants' parents can volunteer for any of the positions.

- *39th Circuit – Barry/Lawrence/Stone*

Community service site supervisors, workshop leaders/instructors, attorney advisors, and hope to begin a mentor program. Their facility to hold teen court is provided by local law enforcement agencies.

11. How many referrals do you receive per week or month? What is the percentage of referrals accepted?

- *15th Circuit – Lafayette*

In 1997, there were 387 referrals accepted. Referrals are all screened and accepted through the juvenile office.

- *16th Circuit – Eastern Jackson Co.*

Ten to twelve arraignments and three to four trials per month. Accept at least 95% of the referrals from the police department since they are educated to their criteria for referral.

- *16th Circuit – Grandview*

They received 85 referrals in 1997. It is extremely rare that referrals are not accepted.

- *16th Circuit – Kansas City*

Receive ten to fifteen per month. Expect more referrals as the program expands. Most of the referrals are accepted, 95%. There are guidelines to be used when referring at the Kansas City Youth Unit.

- *16th Circuit – Lee's Summit*

Receive fifteen to twenty referrals per month. The youth officer receive all the referrals, screens them and refers them either to teen or juvenile court. Twenty to thirty go to juvenile court.

- *25th Circuit – Phelps*

Anticipate four to five referrals per week. The deputy juvenile officer will screen for appropriateness to teen court during the intake phase.

- *29th Circuit – Jasper*

Sixteen youth were signed up to go through teen court in December 1997. From the onset of their program on September 29 through the end of December 1997, they have received 110 referrals and 74 were eligible to participate in teen court.

- *31st Circuit – Greene*

Receives twenty to twenty-five referrals per month. All referrals are screened through the juvenile office and accepted.

- *36th Circuit – Butler*

They receive three to four referrals per month. Approximately 60% of their referrals go through teen court.

- *38th Circuit – Christian/Taney*

Approximately six referrals are received each month in each county. All referrals are accepted since the juvenile office screens them.

- *39th Circuit – Barry/Lawrence/Stone*

Receives approximately ten referrals for the three counties. They do not deny anyone unless they re-offend before they get to court.

12. What is the acceptable age range for volunteers and referrals?

- *15th Circuit – Lafayette*

Volunteers are from 8th-12th grade; offenders are age 9 up to 17. Discretion is given to 9 year olds.

- *16th Circuit – Eastern Jackson Co.*

Volunteers are 13-19 years old and must still attend school; offenders are age 8 to 17.

- *16th Circuit – Grandview*

Volunteers are 12-18 or 7th- 12th grade; offenders are age 8-17.

- *16th Circuit – Kansas City*

Volunteers are 12-19; offenders are ages 10-17.

- *16th Circuit – Lee's Summit*

Volunteers are 13-18; offenders are age 10-17.

- *25th Circuit – Phelps*

Volunteers and offenders are age 12-16.

- *29th Circuit – Jasper*

Volunteers range from 8th through 12th grade, but looking to use only 9-12th grade. Offenders are ages 12-16.

- *31st Circuit – Greene*

Volunteers are freshmen to seniors and offenders are ages 12-16.

- *36th Circuit – Butler*

The volunteers and offenders are both ages 12-16.

- *38th Circuit – Christian/Taney*

Volunteers are freshman to seniors; offenders are up to 17 years of age.

- *39th Circuit – Barry/Lawrence/Stone*

Volunteers can be from 6th to 12th grades, depending on their maturity. Offenders are 12-16 years old.

12. Do you have information on the success or recidivism rate? If so, what is the percentage?

- *15th Circuit – Lafayette*

Informally, 95 or more percent success rate.

- *16th Circuit – Eastern Jackson Co.*

Informally, 95 percent success rate.

- *16th Circuit – Grandview*

Jackson County is working on a better tracking system. Teen court does not always find out if teens re-offend and go through family court. Informally the recidivism rate is about 8%.

- *16th Circuit – Kansas City*

No formal data. In the early days of operation it was looked at and the recidivism rate was very low.

- *16th Circuit – Lee's Summit*

Ninety-three cases were referred in 1997. There were eight repeat offenders. Six of them went back to teen court and two went to juvenile court.

- *25th Circuit – Phelps*

No information yet. Program scheduled to begin in February 1998.

- *29th Circuit – Jasper*

Since September 29, 1997 when the program held its first teen court session, 42 referrals have been made with one re-offender. Ten offenders have completed the program.

- *31st Circuit – Greene*

The total recidivism rate is 5.7%. However, for those who has completed the program the rate drops to 3.2%.

- *36th Circuit – Butler*

One hundred percent success rate for the youth that have completed the program.

- *38th Circuit – Christian/Taney*

No information. First hearing in Christian County began on 1/6/98. The first hearing in Taney County began on 1/13/98.

- *39th Circuit – Barry/Lawrence/Stone*

After closing the teen court case the record goes back to juvenile court and there is no way to track. Only know of one youth re-offending.

APPENDIX C

FORMS*

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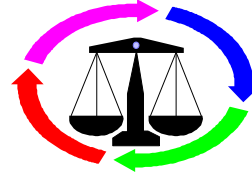
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* All forms included are from currently operating programs in Missouri.



REFERRAL TO TEEN COURT FORM

NAME _____ CASE NO. _____

AGE _____ D.O.B. _____ SS # _____ SCHOOL _____

ADDRESS _____

PARENT/GUARDIAN _____

HOME PHONE NO. _____

PARENT/GUARDIAN WORK PHONE NO. _____

DATE OF OFFENSE _____ REFERRAL SOURCE _____

OFFENSE _____

VICTIM _____

VICTIM'S PHONE NUMBER _____

ADDRESS _____

DETAILS OF THE OFFENSE(S) _____

REFERRED BY _____

TITLE _____

DATE _____

INTAKE FORM

NAME OF DEFENDANT: _____

AGE OF DEFENDANT: _____

OFFENSE: _____

DATE/TIME OF OFFENSE: _____

SCHOOL DEFENDANT ATTENDS _____

GRADE: _____

GRADES RECEIVED: _____

IN-SCHOOL OR OUT OF

SCHOOL ACTIVITIES: _____

DESCRIBE IN YOUR OWN WORDS INFORMATION ABOUT THE OFFENSE:

JUVENILE CONSENT FORM

Juvenile's Name: _____

Juvenile's Address: _____

Juvenile's School & Grade : _____

Juvenile's Phone: _____

I understand that I have been detained for the following charges:

Teen Court is a voluntary diversion program that has been explained to me. I understand that I have a right to seek legal counsel. I understand that if I volunteer to participate in the program, but fail to appear at the time and place specified below, my case will be referred to Juvenile Court for criminal prosecution against me. I understand that a jury/judge(s) of my peers may impose sentence upon me, and that if I fail to complete the sentence within a specified time, my case will be referred to Juvenile Court for criminal prosecution against me. I further understand that this diversion option may be withdrawn if I commit additional offenses before my case gets to Teen Court. I would like to participate in the Teen Court diversion program.

Juvenile's Signature: _____

Printed Name: _____

Today's Date: _____

Court Date: _____ Time: _____ Location: _____

Teen Court Coordinator/Director: _____

Phone: _____

PARENTAL CONSENT FORM

Because your child meets preliminary diversion eligibility criteria, he/she is being offered an alternative to traditional juvenile justice procedures. The intent of Teen Court as a diversion program is to redirect your child toward positive, lawful behavior. Participation is voluntary. Should you allow your child to choose this alternative diversion program, your child must attend the hearing and complete the sentence, which may include community service hours, jury duty⁵, written or verbal apology, essays, educational/communication workshops, counseling sessions, meetings with a deputy juvenile officer, or restitution. If your child fails to appear or fails to complete his/her sentence, your child will be referred to the Juvenile Court for criminal prosecution. You can choose not to allow your child to participate. You have the right to seek legal counsel. Should you decide to withdraw your child from this diversion program, you may do so. Your child will be referred to Juvenile Court.

I have discussed this Teen Court Diversion program with:

Coordinator/Director: _____ Phone: _____

I have read and understand that this diversion is based on preliminary criteria, and that it may be withdrawn if after review of records, your child has been involved with criminal activity unknown at this time, or commits additional offenses during the diversion period. I hereby authorize my child to participate in this Teen Court diversion program.

Signature of Parent/Legal Guardian: _____

Printed Name: _____ Date: _____

Home Phone: _____ Work Phone: _____

Signature of Coordinator/Director: _____ Date: _____

⁵ Jackson and Lafayette Counties operate their Youth Court Programs without a peer jury.

APPEARANCE NOTICE/SUMMONS

DATE: _____ JUVENILE/POLICE OFFICER: _____

NAME: _____

TELEPHONE: _____

OFFENSE REPORT # _____

OFFENSE(S): _____

DATE OF OFFENSE(S): _____

TEEN COURT CASE # _____

You are to appear at Your County Teen Court on _____ at (Your Time).
Teen Court will convene at (Your Address).

Please call the Teen Court Coordinator at _____ if there is an emergency and
you cannot attend. In case of inclement weather, please call _____.

**PLEASE BRING THIS NOTICE WITH YOU. A PARENT/LEGAL GUARDIAN MUST
ACCOMPANY YOU.**

If you choose to set up your own community service, Teen Court will need a letter from the
agency on agency letterhead stating your job description. Any community service *must* be
approved by the Teen Court Coordinator or Alternative Community Services staff before you
begin.

Please dress appropriately – neat and clean clothes. No ripped or torn clothes, no hats, no crop
tops, no shorts, no bare feet, etc (depending upon required dress code). Please check in with the
Teen Court Coordinator/staff when you arrive. You and your parent/guardian will be directed
where to wait. The bailiff will call you and your parent/guardian into the courtroom and show
you both where to sit.

You will be directed on how the court will progress.

After the court proceeding, the bailiff will show you and your parent/guardian where to wait
during deliberations. The bailiff will summon you and your parent/guardian back to the
courtroom when the verdict is in. Return to your seats. Stand and face the judge/jury when the
disposition is read.

You and your parent/guardian will go the Teen Coordinator/personnel to complete the necessary
forms.

CONTRACT AGREEMENT

JUVENILE NAME: _____ D.O.B. _____

ADDRESS: _____

TELEPHONE #: _____ CASE #: _____

OFFENSE # 1: _____ DATE OCCURRED: _____

OFFENSE # 2: _____ DATE OCCURRED: _____

I have been advised of what the teen court diversion program is and how it works. I am willing to appear before the court, present my case and accept consequences (if any) assigned to me by the judge or jury.

WAIVER OF ATTORNEY

RE: _____ OFFENSE(S): _____

REPORT #: _____ COMMITTED ON: _____

I Know I can talk to an attorney at any time about entering into the diversion program.

I know the attorney can look at my police report, tell me about the law(s), help me understand my rights and help me decide if I should enter into a diversion agreement or go to court.

I have decided not to talk to an attorney at this time.

Juvenile's Signature

Date

Parent/Guardian's signature

The above statements were read to, signed by, and a copy given to the juvenile and parent/guardian on the date above.

Teen Court Coordinator

Date

REJECTION OF TEEN COURT SERVICES

After being informed of my rights and the requirements of this diversion program, I hereby refuse the services of this court, and ask that my case be referred by to the appropriate agency. I understand that by this act, my case enters into the judicial system and may result in a court hearing and a juvenile record.

Signature of Juvenile

Signature of Parent/Guardian

Signature of Parent/Guardian

Signature of Teen Court Coordinator

DATE: _____

LIABILITY RELEASE

It is understood and agreed upon that the youth will perform solely as an individual on a voluntary basis. It is further agreed that the undersigned do hereby release and agree to hold harmless, the Teen Court Board of Directors, Coordinator/Director, employees and volunteers any and all actions, causes of action, liability, claims, costs, loss of service, medical services and compensation, arising out of or in connection with the participation of the Teen Court program.

In making this agreement, we rely wholly upon our own judgment, belief and knowledge and have not been influenced to any extent whatsoever.

Parent/Guardian

Parent/Guardian

Youth

Date

**TEEN COURT
RELEASE OF INFORMATION**

RE: _____ CASE #: _____

D.O.B.: _____ PHONE #: _____

TO: _____

This form is to request

_____ all information about the above named juvenile.

_____ the following specified information about the above named juvenile, _____

I understand that this information is confidential and I hereby waive the confidentiality thereof as to the agency named above.

I hereby state that I have the authority to authorize the release of this information as a parent or legal guardian of the youth.

Parent/legal guardian

Juvenile

Current Date

Expiration Date

(The release of information expires six months from current date).

DEFENDANT INSTRUCTIONS

You are to appear for teen court hearing at ____p.m., accompanied by parent or guardian, on trial date as scheduled by coordinator/director.

Please dress appropriately – neat and clean school type clothes. (Jackets and ties may be required depending on the program's dress code). Please do not wear tank tops or have bare feet – that is not appropriate attire for a courtroom. Also no tobacco/alcohol advertisements or other inappropriate T-shirts are allowed.

Please bring your "Appearance Notice" form with you.

Please check in with the teen court coordinator or his/her representative.

You will be seated in the defendant's section of the waiting room where you will await call for your hearing.

The bailiff will accompany you and your parent/guardian to the appropriate courtroom.

Parent/guardian will be seated in the front row of left side of courtroom. You will be called to the witness box and sworn in by the teen court judge.

You and your parent/guardian will be escorted back to the waiting room to await the verdict.

You and your parent/guardian will go back to the courtroom when a verdict has been reached.

Parent/guardian is seated again. Your name will be called and you will stand and face the judge/jury as the sentence is read.

You and your parent/guardian will return to the waiting room where the sentencing forms will be given to you showing you where and when to complete your sentence.

Information will also be included on the forms showing where and when educational/communication workshops will be held.

GOOD LUCK!!!!

SENTENCING AGREEMENT

Juvenile's Name: _____

D.O.B. _____ SS# _____ Docket # _____

I understand that Teen Court is an informal adjustment. It is hereby agreed that the above-named youth will be diverted from court upon completion of the following contract conditions:

Your sentences may be above but not below the recommended guidelines. The sentences reached by the jury/judges are unanimous.

COMMUNITY SERVICE: I will perform _____ hours of community service work.

JURY DUTY – Number of times: _____

LETTER OF APOLOGY TO _____

The defendant shall sign the original letter and send the letter, along with a stamped envelope addressed to the victim, store, or parent, etc., to the teen court coordinator/director by _____.

VERBAL APOLOGY TO _____

The defendant shall make verbal apologies to victim in the presence of the victim's parent/guardian, the coordinator, or coordinator's representative.

ESSAY: _____ pages on the topic of _____ by _____.

RESTITUTION: I will pay \$_____ to _____ for damages, loss or injury that occurred when I was involved in the above offense(s). Restitution must be paid in full by _____.

WORKSHOP SESSIONS: Juvenile may be required to attend a specified number of workshops specific to their offense(s) to be held at the _____.

Parent/Guardian

Parent/Guardian

Juvenile

Teen Court Coordinator



SENTENCE COMPLETION NOTICE

Date:

To: Defendant
Address

Re: Docket # _____

Dear _____:

CONGRATULATIONS! Our records indicate that you have completed your Teen Court disposition.

At this time these charges will be dropped.

We hope that your experience with Teen Court has been a rewarding one. If you are interested in becoming a part of Teen Court, please call me at _____.

Sincerely,

Teen Court Coordinator

JUVENILE COURT REFERRAL

DATE:

To: Juvenile Officer

From: Teen Court Coordinator

RE: Juvenile's name

Juvenile's Name has failed to complete the requirements of his/her Teen Court Sentencing Contract due to the following reason(s).

- _____ failed to appear for Intake hearing
- _____ failed to appear for Teen Court hearing
- _____ has not contacted community service work site to schedule his/her hours and/or pay the fee.
- _____ failed to appear for jury duty.
- _____ has not completed the assigned essay.
- _____ has not completed the written/verbal apology.
- _____ has not completed the _____ workshop.

Because (Juvenile's name) has not complied with the sentencing requirements, I am voiding his/her contract agreement with teen court and terminating him/her from the teen court program.

**TEEN COURT
ADULT VOLUNTEER FORM**

Name _____
Last First Middle Initial

Home Address _____
Street Apt. #
City State Zip Code

Home Phone () _____ Bus. Phone () _____

Date of Birth _____ Driver's License # _____

Social Security # _____

Have you ever been convicted of an offense? _____ Type of offense _____

_____ Disposition of offense _____

If we need to reach you between 8 a.m. and 5 p.m., what is the best number to call?

() _____

I would be interested in helping in the following area(s):

- _____ Helping in the Teen Court office weekdays
Day _____ and best time _____
- _____ Helping in the Teen Court in the evenings
- _____ I am interested in working with the youth attorneys and/or judges
- _____ Other _____
- _____ I am unsure just what I would like to do, but I would like to do something

Please print and mail the completed form to: Teen Court Coordinator's name and Teen Court address. Please feel free to call _____ if you have any questions. Thank you for your interest.

**TEEN COURT
YOUTH VOLUNTEER APPLICATION FORM**

Please print. When completed, please return application to the person you obtained it from.

Name _____ Sex _____ D.O.B. _____

Address _____ City, Zip _____

Telephone (_____) _____ School you attend _____

Parent/Guardian Name _____

Parent/Guardian Name _____

School activities _____

Activities outside of school (church, community, etc.,) _____

How did you hear about and become interested in Teen Court? _____

I will be available during after school hours to attend training sessions _____ yes _____ no

Student Signature _____ Date _____

I understand that the Teen Court volunteers are responsible for their own transportation. I further understand that a time commitment of six months for volunteers is required (one 2-4 hour court session per month). I also understand that all volunteers are required to keep cases **confidential**.

Parent/Guardian Signature _____ Date _____

I believe the above named applicant would be a dependable and responsible volunteer for Teen Court.

School Guidance Counselor or Principal Signature _____

Teacher or Outside Reference Signature (name of agency and title) _____

Thank you for your interest!

TEEN COURT DOCKET HEARING FORM

DATE: _____

DOCKET NUMBER	DEFENDANT'S NAME	DOB	OFFENSE	SENTENCE

**TEEN COURT
COURTROOM ASSIGNMENTS**

In the Matter of _____ Docket # _____ Courtroom # _____

Judge _____ Date _____

Present

Defendant _____

Parents/Guardians _____

Defense Attorney _____

Prosecuting Attorney _____

Bailiff _____

Clerk _____

Interpreter _____

Jurors _____

COURTROOM ETIQUETTE

The courtroom is an orderly and methodical place where decisions are made that affects people's lives. Its serious matters demand respect and courtesy from all whom are brought or come before it. The following rules and guidelines apply to defendants as well as all participants.

Behavior

Be courteous and respectful to all participants
Pay attention
Speak clearly and loudly
Do not carry on private conversations when court is in session
Do not use profane language or make obscene gestures.
Do not display or lose your temper

Dress⁶

Always be neat and clean.
No ripped or stained clothing.
No hats.
No tank tops, bare feet or midriffs.
School or church dress is appropriate.

General Guidelines

- ! All participants should arrive at the times instructed.
- ! Check in with the coordinator or an adult volunteer.
- ! Rise when so instructed.
- ! Address the judge as "Judge _____" (use judge's last name), or "Your Honor."
- ! Address all Teen Court participants by the appropriate title and surname, such as Mr. Smith or Ms. Jones, *not* by their first name.
- ! Ask the court's permission to speak by saying, "Your Honor, may it please the court."
- ! Stand while addressing the court.
- ! Address the jury as "Ladies and gentlemen of the jury."
- ! Maintain good posture while seated.
- ! Do not chew gum or tobacco, eat or drink while in the courtroom.
- ! Smoking is not permitted in the building.
- ! Do not indicate or convey your feelings through facial expression, nodding or shaking your head, or other conduct that might indicate your agreement or disagreement about what is happening during the proceedings.
- ! All participants must agree to abide by the confidentiality oath or affirmation.

⁶ In some jurisdictions, formal dress is required. Females must wear dresses, skirts, or pantsuits. Males must wear suits or dress shirt, pants, ties, and sports jacket.

CONFIDENTIALITY STATEMENT

All proceedings held in Teen Court are strictly confidential. By law, all cases involving juveniles which are handled in the traditional juvenile justice system are closed. This means that information about these cases is not normally available to the public.

At Teen Court, we believe that all participants should be treated with dignity and that their right to privacy should be respected. By the time you read this statement, you should have completed a training session and read your teen court manual. If you believe that you are able to fulfill your duties as a teen court participant and keep information regarding teen court cases confidential, the coordinator/director or adult volunteer will ask you to sign the confidentiality oath or affirmation indicated below. Your signature represents your promise to keep your workd and follow all teen court rules and regulations.

TEEN COURT OATH OR AFFIRMATION

I SOLEMNLY SWEAR OR AFFIRM THAT I WILL NOT DIVULGE, EITHER BY WORDS OR DEEDS, ANY INFORMATION WHICH COMES TO MY KNOWLEDGE IN THE COURSE OF A TEEN COURT CASE PRESENTATION, AND THAT I WILL KEEP SECRET ALL SAID PROCEEDINGS WHICH MAY BE HELD IN MY PRESENCE. SO HELP ME GOD.

Signature of Participant

Teen Court Coordinator

Date:

JUDGE'S HEARING NOTES

State of Missouri vs. _____

Cause # _____

AGE OF DEFENDANT: _____

NAME OF PARENT(S): _____

PROSECUTING ATTORNEY(S): _____

DEFENSE ATTORNEY(S): _____

BAILIFF: _____

CLERK: _____

NATURE OF OFFENSE: _____

AGGRAVATING CIRCUMSTANCES:

MITGATING CIRCUMSTANCES: _____

OTHER NOTES: _____

SENTENCE STATE SOUGHT: _____

SENTENCE DEFENSE SOUGHT: _____

SENTENCE GIVEN: _____

Judge Presiding at Hearing

VERDICT FORM

State of Missouri vs.

The defendant is hereby recommended to receive the following constructive sentence:

- ☐ No punishment
- ☐ _____ Hours of Community Service
- ☐ \$_____ Restitution
- ☐ Write a _____ word essay concerning the offense entitled: _____
- ☐ To write an apology to _____
- ☐ To verbally apologize to _____
- ☐ To serve on jury duty _____ times.
- ☐ Counseling _____(as arranged)
- ☐ Workshops _____(as arranged)
- ☐ Loss of privileges _____ for _____(time)
- ☐ Other _____

Explanatory Statement _____

Teen Court Judge

Teen Court Jury Foreperson

BAR EXAM
(Sample 1)

NAME (print):

- 1. In the American legal system, the person charged with a crime is called the:**
 - A) Defendant
 - B) Plaintiff
 - C) Complainant
 - D) Respondent

- 2. Which of the following is true of an attorney's opening statement?**
 - A) Presented by the defense counsel.
 - B) Presented by the prosecution.
 - C) Outlines anticipated testimony and evidence presented to the judge/jury.
 - D) None of the above.
 - E) All of the above.

- 3. In Teen Court, whose task is it to argue for a more lenient sentence?**
 - A) Bailiff
 - B) Jury foreperson
 - C) Court Clerk
 - D) Prosecuting attorney
 - E) Defense attorney

- 4. Running away, skipping school, and refusing to obey parents are examples of:**
 - A) Public offenses
 - B) Misdemeanors
 - C) Status offenses
 - D) Felony offenses
 - E) Petty offenses

- 5. Information based on what someone heard from another is objectionable based on:**
 - A) Perjury
 - B) Relevancy
 - C) Hearsay
 - D) Testimony
 - E) Expert Witness

- 6. The maximum allowable BAC (blood-alcohol-content) for persons under 21?**
 - A) .20
 - B) .10
 - C) .08
 - D) .02
 - E) .01

7. **Factors which explain the defendant's actions and suggest a more lenient sentence are known as:**
- A) Excuses
 - B) Sentencing guidelines
 - C) Mitigating circumstances
 - D) No contest
 - E) Aggravating circumstances
8. **Using the space provided below, outline both the prosecution's and the defense's case. Include as many details as possible including questions you would ask and strategies you would pursue.**

On Friday, February 20, 1998, around 5:30 p.m. Johnny Stickifingers and his friend, Noll Brainer entered Wal-Mart. Store security witnessed Johnny conceal a CD in his coat pocket. Johnny and Noll proceeded to the sporting goods department where store security observed Noll conceal a baseball glove in his coat. When security attempted to stop and question the two, they fled. A short time later they were found and apprehended inside another discount store. The boys inform security where they had "ditched" the goods. The CD and glove was found in the dumpster of the second discount store. Johnny and Noll's parents were notified and the boys were issued citations for shoplifting.

Defense: _____

Prosecution: _____

Strategies: _____

Other Comments: _____

KANSAS CITY YOUTH COURT
BAR EXAM
(Sample 2)

Name (print): _____

You may use your Youth Court Handbook in answering these questions. You may discuss your answers with others, BUT THE FINAL CHOICE OF ANSWER MUST BE YOUR OWN.

1. A judge should not sit in any case in which his/her fairness might be questioned. Give two examples of situations in which a judge's fairness might be questioned.
 - 1.
 - 2.
2. TRUE or FALSE:
 - _____ A. A judge may intervene in a trial in an attempt to avoid a waste of time.
 - _____ B. A judge may publicly talk about a case that has already been heard and disposed of.
 - _____ C. After both the prosecutor and defense attorney have finished questioning a witness, the judge may question the witness about matters that were completely ignored by parties.
3. What sentences may be imposed by the judge?
 1. _____ 2. _____
 3. _____ 4. _____
4. What happens to defendants who do not complete their community service hours?
5. Who would you contact for help if you were a judge?
6. Who does the prosecutor represent?

Bar Exam,
Continued . . .

7. What should do you when you first are assigned as defense counsel in a case?
8. Who does the defense attorney represent?
9. What is the job of the bailiff?
10. What is the difference between an arraignment and a trial?
11. Is it possible to obtain a change of judge?
12. What is a continuance?
13. If you were a judge and needed to disqualify yourself, what would you do?
14. What are the duties of the prosecutor?
15. What are the duties of defense counsel?
16. Is the defendant's presence necessary for an arraignment and trial?
17. What is hearsay and why is it usually not admissible?
18. When may an attorney ask a leading question during trial?

Bar Exam

Continued . . .

19. Who would you contact for help on a case if you were the defense attorney?
20. What type of evidence would be mitigating (helpful) in sentencing?
21. List the members who make up a court.
1. _____
 2. _____
 3. _____ 4. _____
22. Summarize the duties of the Youth Court Judge.
23. TRUE or FALSE?
- _____ A. To get an acquittal, the defense attorney must prove the defendant is innocent.
- _____ B. A defense lawyer can allow the defendant to say anything on the witness stand, even if the lawyer knows it's not true.
- _____ C. If you discover that one of your witnesses lied during testimony in court, you must notify the judge.
- _____ D. It is up to the defense lawyer to decide whether the defendant should plead guilty or not guilty.
- _____ E. The defense lawyer does not need to explain the defendant's rights to him/her since the judge will do so in court.
- _____ F. The judge is required to impose the sentence that the prosecutor and defense attorney agree to in a plea bargain.
- _____ G. If the prosecutor discovers evidence favorable to the defendant, the prosecutor has a duty to disclose that evidence to the defense attorney.
- _____ H. The prosecutor can call the defendant as a witness at trial.
- _____ I. An attorney may tell other outside Youth Court about what happened in a case once the case is over.
24. What must the prosecutor prove in order for the defendant to be found guilty?

Bar Exam

Continued . . .

25. Which of the following are leading questions?
- _____ A. “Mr. Smith, where were you on January 6, 1997?”
 - _____ B. “You then went to the mall, didn’t you?”
 - _____ C. “Were there six other people with you that night?”
 - _____ D. “Who was with you that night?”
26. What is the procedure for objecting to irrelevant evidence?
27. TRUE or FALSE?
- _____ A. When an objection is sustained, the judge has agreed with the lawyer making the objection.
 - _____ B. Business or public records are admissible as an exception to the hearsay rule.
 - _____ C. Only relevant evidence may be presented in a trial.
 - _____ D. Relevant testimony is always admissible, no matter what.
 - _____ E. Circumstantial evidence is not admissible at trial.
28. State an appropriate objection to each of the following questions:
- “When did John leave and who went with him?”
- “Tell us what happened the next day.”
- “What did Maria say to you then?”
- “Do you really expect anyone to believe that?”
29. What is a complaint?

Bar Exam

Continued . . .

30. List five rights of the defendant.

1. _____ 2. _____
3. _____ 4. _____
5. _____

31. List the steps of a trial in the correct order.

A. Prosecutor's Cross Examination	1.
B. Defense Opening Statement	2.
C. Prosecutor's Closing Argument	3.
D. Prosecutor's Direct Examination	4.
E. Defense Closing Argument	5.
F. Prosecutor's Opening Statement	6.
G. Defense Cross Examination	7.
H. Prosecutor's Rebuttal Argument	8.
I. Defense Direct Examination	9.
J. Judge's Decision	10.

32. RSMo. 569.065: A person commits the crime of negligent burning or exploding when he with criminal negligence causes damage to property of another by fire or explosion.

John, playing carelessly with matches, causes a fire that burns up his magazine collection. Can he be convicted of negligent burning? Why or why not?

33. RSMo. 575.080: A person commits the crime of making a false report if he knowingly: (1) gives false information to a law enforcement officer for the purpose of implicating another person in a crime, or (2) makes a false report to a law enforcement officer that a crime has occurred or is about to occur.

Janet, believing that Stephen was responsible for vandalism at her friend's house, calls police and reports him. It turns out that he was not the person who committed the crime. Can Janet be convicted of making a false report? Why or why not?

Bar Exam
Continued

34. Under RSMo. 570.030, a person commits the crime of stealing if he appropriates the property of another, without that person's permission, and with the intent to permanently deprive that person of the property.

Monica and Charisse go to the Jones Store together. Monica acts as a lookout while Charisse takes several pairs of earrings and puts them in her pocket. They leave the store together without paying for the earrings. Can Monica be convicted of stealing (shoplifting)? Why or why not?

35. RSMo. 563.031 says a person may use non-deadly physical force upon another person when and to the extent he reasonably believe such force to be necessary to defend himself from what he reasonably believes to be the use or imminent use of unlawful force by the other person, unless the actor was the aggressor. If the actor was the aggressor, he can use force in defense only if he has withdrawn from the encounter and communicated such withdrawal to the other person but that person persists in continuing the incident by the use of threatened use of lawful force.

Marcus is charged with assault for causing physical injury to Donnie by punching him in the face. Apparently, Marcus shoved Donnie because he heard that Donnie had made a remark earlier that day about one of Marcus's friends. Donnie then shoved Marcus back and raised his fist at if to hit Marcus. Marcus then made a fist and hit Donnie before Donnie could hit him. Can Marcus successfully claim self-defense to avoid being convicted of assault? Why or why not?

COMMUNITY SERVICE AGREEMENT

The participating community service agency understands that all youth referred to them voluntarily agreed to perform the assigned community service as per their agreement with (Your County) Teen Court. The participating community service agency also understands that the youth involved is not an employee of the county or the Teen Court Program, but is in fact performing the services solely as an individual, and as such, no representation regarding the youth's ability is implied.

It is agreed that the youth will be adequately supervised by the community agency during the course of the Community Service Agreement. Proper and adequate supervision, along with reasonable task assignments on the part of the community service agency, assures compliance with the youth's agreement. The participating agency also understands and agrees to indemnify and hold harmless the Teen Court Coordinator/Director, staff, and (Your County) employees and officials from claims or actions related to improper or inadequate supervision.

Should the youth fail to follow reasonable requests and directions of the supervision, the youth will be removed from the task and/or the community service agency. The supervisor agrees to immediately contact the Teen Court Coordinator/Director who will handle the situation.

APPROVED: _____
Date

COMMUNITY SERVICE AGENCY: _____

Signature

Title

PLEASE FILL OUT THIS AGREEMENT. KEEP A COPY FOR YOUR RECORDS, AND FORWARD THE ORIGINAL TO:

Name of Teen Coordinator/Director
Your program
Your address

**PHELPS COUNTY TEEN COURT
PROGRAM EVALUATION**

YOUTH: _____ Court Date: _____

1. Offense: _____
2. Sentence: _____ Community Service Hours: _____
Jury Terms: _____ Essay: _____
Apology: _____ Other: _____
3. Do you feel your sentence was: _____ Fair _____ Too harsh _____ Too lenient
4. Do you feel that you were well represented? _____ Yes _____ No
Please explain: _____

5. Name of Community Service Placement: _____

6. Did you learn any new skills while serving community service hours? _____ Yes _____ No
Please explain: _____

7. Would you recommend this alternative program to your others? _____ Yes _____ No
8. Why did you choose the Teen Court Program? (Check all that apply)
_____ Did not want to pay the fine
_____ Did not want offense on record
_____ Heard about it from a friend
_____ Parents made me

PARENT/GUARDIAN:

1. Were you pleased with the Teen Court Program? _____ Yes _____ No
Please explain: _____

2. Should the Teen Court Program continue? _____ Yes _____
3. Comments: _____

**TEEN COURT EVALUATION
VOLUNTEER**

What roles have you had in Teen Court? (Check all that apply)

____ Juror ____ Bailiff ____ Clerk ____ Defense Attorney ____ Prosecutor ____ Judge

1. Was the training you received adequate to help you do your job(s)?

2. What suggestions do you have for improving future training sessions?

3. What suggestions do you have to help recruit Teen Court volunteers?

4. What is the most rewarding part of any job? What is the least rewarding?

5. Other comments:

Please return this form to the Teen Court Coordinator.